

**Prosperous Staffordshire Select Committee**

Friday, 4 March 2016

**10.00 am**

Oak Room, County Buildings, Stafford

John Tradewell  
Director of Strategy, Governance and Change  
25 February 2016

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**A G E N D A**

1. **Apologies**
2. **Declarations of Interest**
3. **Minutes of the Prosperous Staffordshire Select Committee held on 22 January 2015** (Pages 1 - 6)
4. **Adult and Community Learning (ACL)** (Pages 7 - 38)  
Report of the Cabinet Member, Learning and Skills
5. **Progress of the Attendance Working Group** (Pages 39 - 68)  
Report of the Cabinet Member, Learning and Skills
6. **Strategy on Commemorations for the Great War Centennial** (Pages 69 - 94)  
Report of the Cabinet Member, Learning and Skills
7. **Emotional Wellbeing and Mental Health Services Working Group - Final Report** (Pages 95 - 132)  
Report of the Working Group
8. **Work Programme** (Pages 133 - 150)



9. **Relocation of Lichfield Library Report**

(Pages 151 - 154)

Report of the Cabinet Member, Learning and Skills

10. **Exclusion of the Public**

The Chairman to move:-

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

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**Part Two**

(All reports in this section are exempt)

nil

11. **Relocation of Lichfield Library Appendices**

(Pages 155 - 192)

**Committee Membership**

Len Bloomer	Rev. Preb. M. Metcalf
Maureen Compton	Sheree Peale
Tim Corbett	Simon Tagg (Chairman)
Carol Dean	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 22 January 2016

Present: Simon Tagg (Chairman)

#### Attendance

Len Bloomer	Sheree Peale
Tim Corbett	Paul Woodhead
Ian Hollinshead	Mike Worthington
David Loades (Vice-Chairman)	Candice Yeomans
Rev. Preb. M. Metcalf	

**Also in attendance:** Ben Adams

**Apologies:** Maureen Compton, Carol Dean and Geoff Martin

#### PART ONE

#### 54. Declarations of Interest

Mr Paul Woodhead declared an interest in connection with minutes no. 57 in his capacity to work for Entrust on school improvement issues around governors. He had no current contract with them.

#### 55. Minutes of the Prosperous Staffordshire Select Committee held on 17 December 2015

**RESOLVED-** That, with the addition of clarification requested regarding future funding of the Great Swim at minute 48, the minutes of the Prosperous Staffordshire Select Committee held on 17 December 2015 be confirmed and signed by the Chairman.

#### 56. School Improvement and Attainment in Staffordshire

The Select Committee considered the progress of educational achievement in Staffordshire for the period September 2014 to August 2015. Staffordshire showed a positive direction of travel in terms of the percentage of schools judged as Good or Outstanding with the target of 80% of schools receiving these judgements by September 2015 being exceeded (81% of Staffordshire schools received Good or Outstanding judgments). The number of Staffordshire pupils therefore receiving a good or outstanding education had also improved, with an increase of 13% since 2012. Attainment levels and progress in Early Years Foundation Stage and Key Stage (KS) 1 were excellent and continued to outperform national levels of performance.

The focus for 2015/16 was around KS2 and KS4 where although progress had been made, Staffordshire Schools needed to accelerate improvements to gain ground in the rates of progress achieved by Staffordshire's statistical neighbours and nationally. Work

was also needed to help tackle variations in attainment between districts and for different pupil groups, such as those eligible for Free School Meals (FSM) or Pupil Premium (PP). The approach to school improvement had evolved with a range of agencies now pulled in to support change. There were many dimensions to school improvement, with the leadership and management of schools being critical to success.

Further focus was also required in Post 16 where results at A level and equivalent needed to improve in order to close a widening gap between Staffordshire and national figures. A review of Further Education (FE) was currently being undertaken. Indications showed that there were too many providers with the same or very similar offer and there was a need to get rid of much of this duplication. There also appeared to be too many small school sixth forms only able to offer a limited number of courses. The Select Committee may wish to consider this area in more detail, specifically considering the review findings.

Members asked for clarification on the current status of the Stafford Collegiate Sixth Form. Walton High School had indicated they were leaving the Collegiate to operate their sixth form independently. Charities and Trust funding supported the use of the Chetwynd Centre by the Collegiate but there had been some concern that this funding, which was intended for general maintenance of the Centre, had not been used for this purpose. Changes to school status, with academies and federations, may impact on the future of the Collegiate. Discussions were also taking place with Wolverhampton University on the possibility of sponsoring a 14-19 school. A review was being undertaken to agree a sustainable way forward for Further Education and it was hoped that details of this would be available within the next six months.

Members asked for assurances that Walton High School would no longer receive Charities and Trust funding intended for the Collegiate. Whilst it was anticipated this would be the case, the decision for allocating this funding lay with the Charities and Trust Committee.

Members asked for future reports to include comparison figures for statistical neighbours and the national average, to help Members understand the context of attainment in Staffordshire. They noted a draft outcomes plan, "Excellent Schools Outcome Plan", was being produced and suggested an action plan rather than outcomes was required. There were a large number of participants in school improvement, with all of these needing to have ownership of the outcomes. For this reason the outcomes needed to be agreed early on as not every outcome would be delivered by an action of the County Council. A detailed action plan would then be developed to establish how the outcomes were achieved.

Members asked how the local authority influenced school improvement in academies where they had no direct power to insist on change. The Authority worked in a range of different ways and whilst they had no intervention role with academies, academies remained part of the local partnership of Staffordshire schools. Best practice within schools was promoted and shared irrespective of the school's status. Work was undertaken to maintain a dialogue with academy sponsors and where concerns were not addressed the Regional Schools Commissioner would be informed. The role of the Regional Schools Commissioner had grown and their office expanded. Work was currently underway to produce a national protocol on ways of working together, in

particular around school improvement, safeguarding, place planning, school organisation and growth. This relationship was key, with all parties having a shared interest in achieving the best education for Staffordshire learners.

The Cabinet Member, Learning and Skills, informed Members that the local authority had a role to play in the process of selecting academy sponsors. It was essential that the right sponsor was in place and this would then help future relationships.

The importance of good leadership and governance was reiterated and Members asked whether the school improvement team had the capacity to ensure there was effective governance in schools. Governing bodies needed a range of different skills to develop their changing role. There was a focus on supporting and equipping governing bodies to fulfil the new roles and responsibilities. Part of the recent dialogue with governing bodies was around the requirement for them to be reconstituted. Peer to peer support networks allowed sharing of good practice. Being a school governor was a huge commitment and it was important to remember that governors were volunteers. It was essential to ensure the right level of governor support and training was available and that schools invested in this.

The Select Committee asked how pupil premium monies were used to support improvements in English. The Committee had previously received a paper on pupil premium funding. Payments were made directly to schools, with the funding following the pupil. Schools were required to publish how their pupil premium funding was used. Evidence showed that this funding was making a difference. Good governors should be aware of how pupil premium funding was used in their schools and challenge its use if improvements weren't shown. Entrust had been commissioned to undertake a review of pupil premium funding and examples of best practice case studies would be shared across the County.

The definition of a "coasting" school was being changed, and Members asked how many Staffordshire schools were likely to be caught in this new definition. The Cabinet Member stated this was a key strategy for the Government and a significant driver for organisation and structural change. A different level of scrutiny came into play for those schools now considered to be coasting. The definition was still under consultation so at present it was difficult to establish how many Staffordshire schools it would affect. Staffordshire undertook an internal audit of school performance which enabled a clearer picture of performance between Ofsted inspections and helped schools analyse themselves effectively. The timely and thorough data available to schools enabled any areas for development to be identified early.

**RESOLVED** – That:

- a) Progress of Educational Achievement in Staffordshire during September 2014 – August 2015 be noted;
- b) the results of the Post 16 Review be included on the Work Programme; and,
- c) Members scrutinise the action plan associated with the Excellent Schools Outcome Plan at a later date.

## **57. Education Support Services - Commissioning and Contract Performance**

*[Ian Turner, Head of Commercial, Andy Burns, Director of Finance and Resources, Sharon Kelly, Entrust Director of Education and Ian Wilkie, Entrust Commercial Lead, also in attendance for this item]*

At the 4 September Select Committee meeting Members had requested a further report on the performance of the education support services commissioning arrangements and contract. The primary provider of Staffordshire County Council (SCC) commissioned education support services is Entrust. Entrust was established on 1 April 2013 as a joint venture between the County Council and Capita Plc.

The shared focus for Entrust and the County Council in 2015/16 was at KS2 and KS4 where Staffordshire schools needed to accelerate improvements, and to do more to tackle the variation in attainment between districts, pupils in receipt of FSM and Pupil Premium funding.

Meetings were held on at least a monthly basis to discuss the Service Level Agreement (SLA). There was recognition that some Key Performance Indicators (KPIs) needed changing as the information they gave wasn't helpful in monitoring the contract. These were being developed alongside discussions on how reporting was undertaken in the future. The KPIs were set three years ago and some were now less relevant and therefore required updating.

Members were aware only some of the KPIs delivered by Entrust were within the remit of this Select Committee, however they were unaware of Corporate Review scrutinising those KPIs that fell within their remit.

The percentage of children achieving 5+A\*-C grades at GCSE including English and Maths or equivalent had risen in Staffordshire whilst the figures had fallen according to the England average. Members asked what Staffordshire had done to gain this positive direction of travel. There were a range of different reasons for this including the way in which Staffordshire schools tended to manage their curriculum meaning that they had less of an adjustment to achieve good results in this measure than some authorities.

The Select Committee asked that future reports give an explanation of the percentages included as well as statistical neighbour data to enable comparisons. Members also asked why only 95% of sports equipment testing in maintained schools had been achieved, and whether there would be health and safety implications as a result of this. The 5% schools outstanding would be where the equipment testing company had been unable to access the sports equipment in a specific school on a specific occasion, and these would be addressed.

Members asked why there was a 25% governor vacancy rate. The 25% vacancies were over all maintained schools governing bodies across the County. This had increased from the previous year, however as governing bodies were aware of the requirement for them to reconstitute by September 2015 many had chosen not to fill vacancies until after their reconstitution, particularly as governing bodies were expected to become smaller as a result of this process.

The value for money aspect of the contract was raised in respect of training. Should a school wish to purchase a training course they could purchase from a wide range of

providers. The County Council however had to purchase training courses from Entrust as part of their agreement. Value for Money measures were applied at a contractual level rather than for each individual day course.

There was some concern expressed on behalf of governors over the cost and fixed offering for governor training. Training per governor from Entrust was £99.00, with equivalent external training offered at £75.00 per governor. If arranging governor training in school Entrust charged £500.00 per day for ten people, with an extra charge of £50 per person above this without there being an applicable additional cost to Entrust. These governor training sessions were not part of the commissioned service but part of the traded offer. Members were informed that the Entrust governor buy back service had one of the highest satisfaction ratings.

In respect of learning technologies Members noted that only 50% of incidents were fixed at the time the customer first reported them. The Cabinet Member explained there was some concern with learning technologies, and in particular over the provision of broadband to schools and how to generate new technologies. Improvements needed to be made with that part of the contract.

Many of the KPIs were designed to ensure the safe set up of Entrust and were traditional operational measures. Performance management needed to show value for money and a joint exercise was being undertaken to re-shape the KPIs to give more meaningful information. A change protocol was in place to enable both parties (ie Entrust and the County Council) to bring suggested KPI changes forward for discussion. A change log was kept giving an audit trail on what was changed and why. A documented change procedure was also in place giving clear guidance on what level of sign off different types of change required.

The Corporate Review Committee had a role in helping develop the County Council's business plan. The Business Plan would be taken to Cabinet and County Council in February and would include priorities to drive the work of the County Council. The Entrust SLA was a key development area. Members were informed that Cabinet had a "positive dissatisfaction" approach to ensure there was be no complacency within the authority and to help drive these improvements.

One of the areas of the SLA was support for Staffordshire families who chose to Electively Home Educate (EHE) their children. Members asked if they could see the outcome of this support work. Members asked for clarification over for the actual number of the 100% EHE families who chose to participate in this support work. They were informed that this part of the SDA was currently under discussion. It would be advisable to bring detail of EHE back to the Select Committee in a few months after these discussions had concluded rather than potentially pre-judge their outcome.

There were a number of ways to further improve and develop, including sharing school visit reports. A survey of work undertaken in schools was produced to assess how successful this work had been. Consideration would be given to whether this information should be shared more widely as part of contract performance measures. Members were informed that school visit reports were already shared with headteachers, with the expectation that they would share them more widely within their schools. Analysis was undertaken of school improvement and evidence showed that schools receiving school

improvement support services from Entrust improved faster than those who had not receive these services.

The Parent Governor Representative, Mr Paul Woodhead, offered to share governors' views on Entrust value for money with the Corporate Review Committee.

**RESOLVED** – That:

- a) progress in further developing the approach to commissioning and contract managing education support services be noted;
- b) the update on performance of the contract be received;
- c) the Chairman write to the Chairman of the Corporate Review Committee asking that they include scrutiny of the Entrust KPIs under their remit on their work programme;
- d) a working group be set up to consider the type of information the Select Committee would like to see reported for future scrutiny, taking account of the current review of KPIs;
- e) school visit reports be shared more widely with chairs og governing bodies;
- f) consideration be given to governor support and access to training to ensure we attract and retain excellent governors;
- g) a report be brought to the Select Committee illustrating the process of support to EHE; and,
- h) governors' views on Entrust value for money be shared with the Corporate Review Committee.

**58. Work Programme**

The Select Committee received a copy of their work programme. Members noted the following amendments:

- Countryside Estate Review be brought to the May Select Committee;
- a briefing note on the Great War Strategy be circulated to Members;
- details of EHE service be added to the work programme;
- Post 16 Review; and
- a working group be established to consider the Entrust SDA KPIs within the remit of this Select Committee and what information Members wished to receive to inform their future scrutiny. Membership of this working group was agreed as: Sheree Peaple; Paul Woodhead; Simon Tagg; and Ian Hollinshead.

**RESOLVED** – That the changes to the work programme be noted.

**Chairman**



Local Members' Interest
N/A

## Prosperous Staffordshire Select Committee – 4<sup>th</sup> March 2016

### Adult and Community Learning (ACL)

#### Recommendations

It is recommended that the Select Committee:

1. Scrutinise the quality assurance of the portfolio of learning and skills work within the Skills and Employability team
2. Scrutinise and comment on the findings of the Skills and Employability 2014-2015 Self-Assessment Report and Quality Improvement and Development Plan (for implementation during 2015-2016) in order to further improve quality and outcomes.

#### Report of Cllr Ben Adams, Cabinet Member for Learning and Skills

### Summary

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

3. Skills and Employability focuses on a range of education and training opportunities to fulfil statutory duties, meet the needs of learners, the economy and the wider community.
4. The portfolio of work covered in this report includes Community Learning, 16-18 Apprenticeships, 19+ Apprenticeships and programmes funded by the Adult Skills Budget. The Select Committee are asked to scrutinise the quality assurance of the portfolio of learning and skills provision commissioned by the Skills and Employability team in order to further improve quality and outcomes for learners.

### Report

#### Background

5. Community Learning is an umbrella term describing a broad range of learning that brings together adults, often of different ages and backgrounds, to pursue an interest, address a need, acquire a new skill, become healthier or learn how to support their children. It is mainly non-accredited 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.

6. Community Learning supports wider government policies on localism, social justice, stronger families, digital inclusion and social mobility and it includes a range of community-based and outreach learning opportunities and is designed to help people of different ages and backgrounds and families to develop new skills and interests, support progression to formal courses and improve health and wellbeing.
7. Community Learning is funded from a grant from the Skills Funding Agency each year, County Council core funds and investment from providers in activities and 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**

8. Four years ago the ACL Service moved to a commissioning framework model based upon our strategic analysis. In 2015 we refreshed that analysis and revised our commissioning framework in consultation with localities. The framework took account of our priorities for community learning and a district needs analysis for each of the eight localities. Our priorities are included in Appendix A. From 1<sup>st</sup> August 2015 we have delivered these priorities through five main programmes which are described in Appendix B 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
9. Through this commissioning model we work with a range of approximately 35 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.
10. For instance, our Direct Delivery Unit delivers basic ICT courses in the libraries which positively impact on library footfall and their Employability courses support the unemployed back into work, whilst programmes delivered by Families First help to improve outcomes for families and children.

## **Outcomes from Community Learning**

11. In the last full academic year, 2014-15, just under ten thousand learners (9,549) enrolled and participated on almost 1,500 courses across the County. Over the last three years the numbers have declined partly due to a real terms reduction in funding and partly due to a deliberate policy to increasingly focus on supporting those who are disadvantaged. For example the percentage of learners across the provision who come from 0-20 lower super output areas was 9.8% 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 12-13, 15.3% of learners and in 14-15, 17.6% of learners come from 0-20 lower super output areas. On family English, maths and language programmes (FEML), 24% of learners and 26% of learners on Wider Family Learning (WFL) programmes came from 0-20 lower super output areas in 2014-2015.
12. Details of learner enrolments by district can be viewed in Appendix C.
13. Of the total number of learners engaged and enrolled on a course:
  - a. 31% were males
  - b. 48% were adults with declared learning difficulties and/or disabilities
  - c. 65% were without a level 2 qualification,
  - d. 10% adults came from families with children who are under-achieving
  - e. 9% of enrolled learners came from the 0-20% most deprived lower super output areas
14. Community learning provision demonstrated good progression to other training or employment by learners who were contacted via the progression survey in October 2015.
  - a. 15% had started a new job,
  - b. 10% had become more involved in community activities
  - c. 6% had undertaken voluntary work,
  - d. 5% had started another course in a different subject,
  - e. 5% had started a course in the same subject at a higher level
  - f. 3% had started a course which leads to a qualification
  - g. 3% had become self- employed/ started their own business
15. Key performance indicators were set for learner achievement rate at 95% and overall satisfaction rate at 95%. The first target was exceeded by 2% and the second exceeded by 3%.

## **Outcomes from Adult Skills Budget**

16. Since August 2013, the team 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.

17. Overall, in 2014-2015, a total of 1,105 learners participated in ASB courses including ICT, Employability Skills, Horticulture and Business Administration with a success rate of 92% (above national benchmark)

### **Outcomes from Apprenticeships**

18. The Council's Apprenticeship programme includes Business Administration, Customer Service and also offers Supporting Teaching and Learning Apprenticeships for schools/academies. There are currently 229 Intermediate Level 2 Apprentices in learning and 121 at Advanced Level 3.
19. In 2014-2015, a total of 131 learners left the Apprenticeship of which 98 achieved the framework. The framework success rate was 74.8% which decreased from 77.8% in 2013-2014 although this is still above the national average of 68.9% for 13-14 (14-15 national average rate has not yet been published). Of the 98 learners that achieved the framework 95% of them progressed either into employment, onto a higher level Apprenticeship or into Further Education.
20. Apprenticeship success is celebrated. 60 learners and their mentors attended the annual celebration to collect their certificates in March 2015.
21. The overall achievement rate was affected this year by a higher than normal number of learners aged 24+ who took up permanent jobs elsewhere before the apprenticeship had been completed. The Business Administration framework achievement rates were affected by 14 learners withdrawing from the Apprenticeship. The reasons for the withdrawals were due to learners leaving to go into permanent employment, health and personal reasons or they did not settle into the placement. The programme assessment practices will be reviewed to make sure that older apprentices are committed to completing the apprenticeship and additional support to support progression at an appropriate rate will be included. A target has been set to improve to 85% in 2015-2016.
22. Functional skills qualifications are delivered as part of the Apprenticeship framework. Exam results in 2014-2015 in English Levels 1 and 2 improved from 85.7% to 93.7% and 74.6% to 94.2% respectively.
23. Learner and employer feedback processes will be improved to assist with continuous improvement and the development of the delivery of the full framework.

### **Resources and Value for Money**

24. 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.

25. The County Council also contributes £280k to the funding and of this £40k is allocated to Community Learning Grants to support self-directed groups within Staffordshire to meet in order to further develop a skill or interest they share. Although over recent years, the contribution from the Council has decreased, the level of funding available for community learning groups will remain the same in 2016-2017.
26. The County Council uses 15% of the funding from the SFA (£236k) to cover the costs of supporting Adult & Community Learning commissioning, performance monitoring, quality assurance 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.
27. The average cost of a 2014-2015 Community Learning enrolment is £155.56 which places us in the top quartile of the Lincolnshire Benchmarking Club ( a voluntary group of 32+ national CL providers which compare a wide range of data)
28. The outcome of the comprehensive spending review in November 2015 confirmed that the current level of community learning funding will continue until 2020. However from August 2016, the community learning budget and the adult skills budget will be combined into the Adult Education Budget.
29. The Adult Skills Budget and Apprenticeship provision funding has remained at a similar value for 2015-2016 contract year. 2016-2017 will see an end to contracting in this way as from April 17 the Apprenticeship Levy system will be introduced.
30. The table below shows the breakdown of funding over the last four years

	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****
<b>Total</b>	<b>£3,064,594</b>	<b>£2,862,468</b>	<b>£2,754,301</b>	<b>£2,565,400</b>

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

31. The table below provides a breakdown of the overall proportion of procured 2015/16 Community Learning by programme type, enrolments and funding

Programme areas	Enrolments	Funding
Leisure Courses (inc. Leisure Tasters)	62% (5928)	36%
Adults with Learning Difficulties and/or Disabilities	5% (454)	15%
Wider Family Learning	12% (1136)	20%
Family English, Maths and Languages	3% (254)	9%
Employability Skills	15% (1405)	17%
Functional Skills	3% (313)	3%

## Pound Plus

32. The Community learning ‘Pound Plus’ financial strategy aims to increase the total investment and maximise the value of public funding to enable the delivery of a high quality community learning programme. The Skills Funding Agency states that the community learning grant is only considered as a contribution to the overall costs of delivering the programmes and there is an expectation that the council as the grant recipient, will add value to this funding pot by attracting extra income, cutting costs and reinvesting to widen the offer to disadvantaged people. The term used by the SFA to describe this added value is “Pound Plus” and all its Providers are required to hold a Pound Plus strategy. The SFA does not provide a detailed definition of Pound Plus and Providers are free to determine local definitions and supporting evidence trails. 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. The table below shows examples of pound plus investments:

Pound Plus Investment Types	
Pound Plus Category	Examples
Direct Income	<ul style="list-style-type: none"> <li>▪ Fee income from learners</li> <li>▪ Sponsorship</li> <li>▪ Grants and tenders</li> <li>▪ Sales from products or services</li> </ul>
Cost Savings	<ul style="list-style-type: none"> <li>▪ Savings in accommodation</li> <li>▪ Use of volunteers to support learning</li> <li>▪ Savings in staffing through partnerships</li> <li>▪ Shared services - back office functions</li> </ul>
Value for Money	<ul style="list-style-type: none"> <li>▪ Efficiency of curriculum – avoiding duplicated provision</li> </ul>

	<ul style="list-style-type: none"> <li>▪ Effectiveness of curriculum – new subjects, better progression opportunities leading to increased learner participation</li> <li>▪ Setting up self-organised groups</li> </ul>
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33. The Pound Plus strategy requests providers to collate data and submit returns to the council to detail the value of Pound Plus it has generated against the three categories above. Due to the nature of Pound Plus it is traditionally difficult to categorise and evidence therefore the provider returns largely detail the items that are easier to determine e.g. fee income from learners and costs savings in kind through the use of volunteers and savings in accommodation costs.
34. In 2014-15 the provider returns detailed the value of the Pound Plus investment to be a total of £1.1m which is equivalent to around 75% of the Community Learning Budget.

### Quality Improvement Strategy

35. Learning and Skills providers are required to prepare an annual self-assessment report (SAR), based on Ofsted’s Common Inspection Framework (CIF) and this is used to inform the Skills and Employability Quality Improvement and Development Plan (QIDP). In line with the CIF, the SAR makes key judgements based on evidence on the following areas:
- a. Overall effectiveness
  - b. Effectiveness of leadership and management
  - c. Quality of teaching, learning and assessment
  - d. Outcomes for learners
  - e. Personal development, behaviour and welfare
36. Judgements are made for Community Learning, ASB and Apprenticeships and are graded from 1 to 4 in line with the CIF as follows:
- a. 1 – Outstanding
  - b. 2 – Good
  - c. 3 – Requires Improvement
  - d. 4 – Inadequate
37. The table below summarises the validated grades awarded to Community Learning and ASB and the provisional grades (awaiting final validation) awarded to Apprentices and the overall Skills and Employability SAR.

Criteria	Overall 14-15	CL	ASB	Apprentices
Leadership and management	2	2	2	2
Outcomes for learners	2	1	2	2
Quality of teaching,	2	2	2	2

<b>learning and assessment</b>				
<b>Personal development, behaviour and welfare</b>	1	1	1	Not assessed

38. In the 2014-15 SAR, all self-assessed grades for community learning are 2 (good), with the exception of the grades awarded to personal development, behaviour and welfare and outcomes for learners which are 1(outstanding).
39. Findings from completed provider SARs and a review of all data show that all self-assessed grades for ASB are 2 (good) with the exception of the grade awarded to personal development, behavior and welfare which is 1(outstanding).
40. The Apprenticeships SAR (which will be validated at the end of February 2016) based on the 2012 Common Inspection Framework has self-assessed grades of; overall effectiveness Good – 2; Outcomes for Learners Good – 2; Quality of Teaching and Learning Good – 2; Effectiveness of Leadership and Management Good – 2.
41. A summary of the SAR strengths and areas for improvement can be viewed in Appendix D.

### **Progress since the last inspection**

42. Staffordshire County Council 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



43. 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
44. 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***

45. 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 community Learning providers. However, the range and diversity of our provider base and the rapid turnover of tutors make this a constant challenge. Contracts with new providers in August 2015 further exacerbate the challenge. The setting of clear and achievable targets which stretch and challenge learners is continuously addressed and reinforced with tutors and provider managers and through best practice shared at network meetings, in provider updates and the teaching and learning blog.
46. In the apprenticeships provision, one to one monthly sessions have been introduced between the quality manager and the assessors to ensure that they are supported with setting personal goals and achieving their targets therefore producing quality assessments.

***Increase the proportion of lessons that are outstanding***

47. The ACL Service has 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 2014-15. This has been supported by the appointment of a Teaching and Learning Advisor 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. A second Teaching and Learning Advisor was appointed in January 2016 to support and further improve the quality of delivery.

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

48. ACL have conducted sector leaders' RARPA training, refreshed our RARPA audit

process, organized CPD sessions for all providers and regularly share best practice through our teaching and learning blogs.

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

49. ACL 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 an iPad loan system to encourage the use of ILT in the classroom.
50. The increased use of e-portfolio to record the Learning Plan has resulted in an improved and more effective monitoring and quality checking system for the apprenticeships provision saving assessors and learners time due to the ease of access.

**Challenges for the Service**

51. The three main areas of challenge for the Skills and Employability team are as follows:

**Funding**

52. The freeze on the budget and the increase in real terms' delivery costs present real risks in maintaining learner numbers in Community Learning. However the decline in learner numbers in Staffordshire is in line with a national trend which was highlighted in the Ofsted Chief Inspectors' annual report. It is recognized that this decrease is more than compensated for by the value for money that community learning funds deliver.
53. For 2015-2016, there was a planned national reduction by the SFA of 24% in ASB allocations. Our first SFA funding statement included an allocation of £42,482 for ESOL plus (mandation funding aimed at JSA claimants). However in July 2015, the SFA removed the ESOL mandation funding from all providers nationally and reduced our allocation by a further 3.9%. Due to planned funding reductions, we reduced the number of providers to 2 in anticipation. However this means the income from our management charge to support the service is significantly reduced.
54. The Apprenticeship Funding will cease in March 2017 due to the introduction of the Apprenticeship Levy. There is no information available yet from the Skills Funding Agency as to how the residual apprentices will be funded.

**Ofsted inspection**

55. In September 2015, Ofsted implemented a revised inspection methodology. The majority of providers previously graded good by Ofsted will be subject to a short inspection lasting 2 days. The learning and skills portfolio of work became eligible for a short inspection in November, 2015 and preparations in anticipation are well under way.

## **Adult Education Budget and Devolution**

56. This budget line will replace Community Learning and Adult Skills Budget funding from August 2016. The mix and balance of provision that will be delivered in return for the block funding is yet to be agreed with SFA. The government is seeking to transfer control of the AEB to local government areas through devolution agreements. The new budget is part of the transition to full skills devolution from 2018-2019.

### **Links to the Council's strategic outcomes**

57. Community Learning, Adult Skills Budget, Apprenticeship Funding 16-18 forms part of a commissioned range of learning and skills provision. There is also a small amount of provision that is delivered to address market failure through our Direct Delivery Unit. This provision is important in supporting the County Council's vision, values and outcomes by improving employability and 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. Some of the providers also work closely with the Children's Centres supporting the building resilient families agenda.

58. Apprenticeships support employers' workforce development and will be important in meeting government targets to increase apprenticeship growth in the public sector.

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

59. This report links to the "Adult and Community Learning Strategy and Quality Improvement" report, Prosperity Select Committee 24th July, 2015.

### **Community Impact**

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

61. Use of the Adult Skills Budget and Apprenticeship Funding gives young and older people the skills they need to progress within or into work and gives employers the skills they need for their workforce development therefore contributing to economic growth.

## **Contact Officer**

**Name and Job Title:** Anthony Baines, County Commissioner Skills & Employability

**Telephone No.:** 01785 895984

**Address/e-mail:** Anthony.baines@staffordshire.gov.uk

## **Appendices/Background papers**

*Appendix A: Community Learning Priorities*

*Appendix B: Description of Community Learning Programmes*

*Appendix C: Community Learning Enrolments by District*

*Appendix D: Summary of SAR strengths and weaknesses*

*Appendix E: Case studies/comments from providers/learners*

*Appendix F: Photos of celebratory events*

## Appendix A

### 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
<ul style="list-style-type: none"> <li>• To provide targeted Community Learning (CL) provision in the wards of Knutton &amp; Silverdale, Cross Heath, Holditch, Butt Lane</li> <li>• To provide CL provision that supports &amp; encourages personal responsibility and community capacity</li> <li>• To provide CL provision that supports child development &amp; family cohesion</li> <li>• To provide CL provision that supports individuals to gain employment</li> <li>• To provide CL provision that incorporates confidence building activities</li> <li>• To provide employability provision that supports individuals to gain employment</li> <li>• To provide numeracy programmes where an unmet demand is identified</li> <li>• To provide targeted CL programmes promoting health &amp; well being which offer engagement and progression opportunities for those with learning difficulties and/or disabilities</li> <li>• To provide targeted CL programmes promoting health &amp; well being which offer engagement and progression opportunities for those with special needs and mental health issues</li> <li>• To provide targeted CL provision in the district to raise adult participation</li> </ul>
East Staffordshire – District Priorities
<ul style="list-style-type: none"> <li>• To provide targeted provision to the ward of Stapenhill</li> <li>• To provide CL provision that supports &amp; encourages personal responsibility and community capacity</li> <li>• To provide CL provision that supports child development &amp; family cohesion</li> <li>• To provide numeracy programmes where an unmet demand is identified</li> <li>• To provide targeted CL programmes promoting health &amp; well being which offer engagement and progression opportunities for those with special needs and mental health issues</li> </ul>

<ul style="list-style-type: none"> <li>• To provide CL provision that promotes practical ways to reduce carbon emissions and promote sustainability</li> <li>• To provide programmes of English for speakers of other languages</li> </ul>
<b>Staffordshire moorlands – District Priorities</b>
<ul style="list-style-type: none"> <li>• To provide targeted provision in the wards of Biddulph East, Leek North &amp; Cheadle</li> <li>• To provide CL provision that supports &amp; encourages individuals to have good health &amp; well being</li> <li>• To provide numeracy programmes where an unmet demand is identified</li> <li>• To provide targeted CL provision in the district to raise adult participation</li> <li>• To provide targeted CL provision that supports the “Building Resilient Families” agenda.</li> <li>• To provide access and progression pathways to individuals who are furthest from learning both geographically and through lack of opportunity</li> </ul>
<b>Stafford – District Priorities</b>
<ul style="list-style-type: none"> <li>• To provide CL provision that supports &amp; encourages personal responsibility and community capacity</li> <li>• To provide CL provision that contributes to better health &amp; well being</li> <li>• To provide targeted CL programmes promoting health &amp; well being which offer engagement and progression opportunities for those with special needs and mental health issues</li> </ul>
<b>Cannock chase – District Priorities</b>
<ul style="list-style-type: none"> <li>• To provide targeted provision to the wards of Cannock North, Cannock South, Cannock East</li> <li>• To provide CL provision that contributes to better health &amp; well being</li> <li>• To provide CL provision that supports child development &amp; family cohesion</li> <li>• To provide CL provision that supports individuals to gain employment</li> <li>• To provide numeracy programmes where an unmet demand is identified</li> <li>• To provide targeted CL programmes promoting health &amp; well being which offer engagement and progression opportunities for those with learning difficulties and/or disabilities</li> </ul>
<b>Tamworth - District Priorities</b>
<ul style="list-style-type: none"> <li>• To provide targeted provision to the ward of Glascote</li> <li>• To provide CL provision that supports child development &amp; family cohesion</li> <li>• To provide CL provision that contributes to better health &amp; well being</li> <li>• To provide CL provision that supports individuals to gain employment</li> <li>• To provide numeracy programmes where an unmet demand is identified</li> <li>• To provide targeted CL programmes promoting health &amp; well being which offer engagement and progression opportunities for those with learning difficulties and/or disabilities</li> </ul>
<b>South Staffordshire – District Priorities</b>

- 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 B**

### **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 offers 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 C Community Learning Learner Numbers 2014-2015

By District by Funding Stream												
DISTRICT	STREAM	COURSES		LEARNERS		ENROLMENTS						
		ACT	%	ACT	%	ACT	%	TAR	%			
Cannock Chase	ALDD	11	4.26	122	10.78	145	12.81	139	104.32			
	ASB	70	27.13	188	16.61	205	18.11	74	277.03			
	CLA	5	1.94	42	3.71	42	3.71					
	CLT	29	11.24	104	9.19	147	12.99					
	FEML	13	5.04	32	2.83	55	4.86	78	70.51			
	PCDL	116	44.96	611	53.98	886	78.27	1113	79.60			
	WFL	14	5.43	33	2.92	51	4.51	51	100.00			
East Staffs	ALDD	1	0.65	29	3.72	29	2.77	30	96.67			
	ASB	51	33.12	177	22.69	234	22.35	0	N/A			
	CLA	1	0.65	3	0.38	3	0.29					
	CLT	38	24.68	167	21.41	249	23.78					
	FEML	0	0.00	0	0.00	0	0.00	0	N/A			
	PCDL	32	20.78	245	31.41	308	29.42	120	256.67			
	WFL	31	20.13	159	20.38	224	21.39	218	102.75			
Lichfield	ALDD	8	5.13	40	4.12	64	4.05	30	213.33			
	ASB	17	10.90	58	5.98	58	3.67	0	N/A			
	CLA	4	2.56	39	4.02	48	3.04					
	CLT	23	14.74	109	11.24	110	6.96					
	FEML	4	2.56	23	2.37	36	2.28	66	54.55			
	PCDL	94	60.26	676	69.69	1229	77.78	1584	77.59			
	WFL	6	3.85	25	2.58	35	2.22	48	72.92			
Newcastle	ALDD	7	3.50	36	3.63	86	6.72	84	102.38			
	ASB	47	23.50	170	17.12	182	14.23	74	245.95			
	CLA	21	10.50	77	7.75	96	7.51					
	CLT	41	20.50	268	26.99	295	23.06					
	FEML	0	0.00	0	0.00	0	0.00	0	N/A			
	PCDL	68	34.00	351	35.35	493	38.55	720	68.47			
	WFL	16	8.00	91	9.16	127	9.93	141	90.07			
Outside Staffs	ALDD	1	3.33	14	9.27	14	7.45					
	ASB	12	40.00	37	24.50	37	19.68					
	CLA	4	13.33	43	28.48	55	29.26					
	CLT	1	3.33	4	2.65	4	2.13					
	FEML	0	0.00	0	0.00	0	0.00					
	PCDL	12	40.00	53	35.10	78	41.49					
	WFL	0	0.00	0	0.00	0	0.00					
South Staffs	ALDD	4	2.02	46	4.42	77	4.72	0	N/A			
	ASB	18	9.09	73	7.02	73	4.48	0	N/A			
	CLA	3	1.52	14	1.35	14	0.86					
	CLT	19	9.60	70	6.73	112	6.87					
	FEML	0	0.00	0	0.00	0	0.00	45	0.00			
	PCDL	147	74.24	763	73.37	1276	78.23	1062	120.15			
	WFL	7	3.54	74	7.12	79	4.84	36	219.44			
Stafford	ALDD	48	22.86	152	12.14	259	11.89	215	120.47			
	ASB	41	19.52	151	12.06	168	7.71	76	221.05			
	CLA	3	1.43	24	1.92	24	1.10					
	CLT	10	4.76	80	6.39	86	3.95					
	FEML	10	4.76	41	3.27	45	2.07	81	55.56			
	PCDL	91	43.33	773	61.74	1557	71.49	1347	115.59			
	WFL	7	3.33	31	2.48	39	1.79	97	40.21			
Staffs Moorlands	ALDD	6	3.75	49	6.58	49	4.69	60	81.67			
	ASB	16	10.00	63	8.46	63	6.03	0	N/A			
	CLA	4	2.50	20	2.68	20	1.91					
	CLT	10	6.25	48	6.44	48	4.59					
	FEML	3	1.88	39	5.23	39	3.73	35	111.43			
	PCDL	109	68.13	453	60.81	723	69.19	856	84.46			
	WFL	12	7.50	73	9.80	103	9.86	71	145.07			
Tamworth	ALDD	3	2.73	9	1.81	21	3.21	30	70.00			
	ASB	5	4.55	15	3.01	15	2.29	0	N/A			
	CLA	4	3.64	14	2.81	14	2.14					
	CLT	26	23.64	105	21.08	114	17.40					
	FEML	15	13.64	55	11.04	108	16.49	76	142.11			
	PCDL	43	39.09	233	46.79	291	44.43	904	32.19			
	WFL	14	12.73	67	13.45	92	14.05	39	235.90			
TOTALS:	COURSES		LEARNERS		ENROLMENTS							
	1476		7561		11134							



## **Appendix D**

### **SAR Strengths and Areas for Improvement**

#### **Strengths (Community Learning)**

- Teaching, learning and assessment are consistently good, 94% of observations being graded at least good and 29% of observations being outstanding, a 10% increase since 2012/13. This ensures 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 ensure that 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 and particularly on hard to reach families.
- Self-assessment is a thorough, inclusive and critical process which is effectively driving improvement towards excellence
- The provision ensures excellent widening participation with sub-contracted delivery of bespoke courses for learners with learning difficulties and disabilities and those with enduring mental ill health.
- The provision ensures excellent widening participation with contracted out bespoke courses for learners with ALDD and enduring mental ill health.

#### **Areas for Improvement (Community Learning)**

- Observations indicate that feedback to learners is not always recorded sufficiently in Individual Learning Plans in a minority (25%) of classes
- In a very small minority (less than 10%) of classes there is still ineffective use of ILT to enhance the learning experience
- In a very small minority of classes (less than 10%), English and maths are still not yet sufficiently embedded.
- A very small minority of courses (less than 10%) do not have sufficiently individualised learning outcomes for learners

- The quality of teaching, learning and assessment in a small minority (21%) of Wider Family Learning classes requires improvement
- The percentage of males in Family Learning is only 10%

### **Strengths (ASB)**

- The overall and timely success rates for ASB courses are good at 92%
- Achievement rate is excellent at 98%
- Learner progression is good for those learners who were unemployed and looking for work
- 100% of observations graded 2 or above with 50% of sessions graded 1

### **Areas for Improvement (ASB)**

- Low retention rate (84%) in Preparation for Life and Work programmes
- Sufficient learners to complete FE Choices learner questionnaire to reach the SFA minimum threshold level for publication.

### **Strengths (Apprenticeships)**

- 16-18 and 19-24 apprenticeship overall success rates are above the 2013-2014 national average (14/15 data not yet released)
- Well planned teaching and learning develops learners skills and knowledge, technical certificates exam results are good (90% exams passed first time, 100% overall).
- Functional Skills success rates are higher than the national average by 7.5% (Maths Level 2) and 34.7% (ICT Level1)
- 95% of the 98 achievers progressed into employment, a higher level apprenticeship or further/higher education
- EQA monitoring visits state high quality of teaching and assessment of learning
- Effective communication and good relationships with employers in schools, County Council Departments and private organisations which is crucial for successful delivery of apprenticeships.
- 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.



### **Areas for Improvement (Apprenticeships)**

- Increase learner and employer evaluative feedback to at least 50% to inform quality assurance and on-going self- assessment processes
- Improve the achievement rate for 24+ Intermediate and Advanced Business Administration to at least 80%
- To improve the timely success rates, following the 9% decrease since 2013-2014
- 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
- To review the performance management reporting system to senior leadership in line with the Skills and Employability Quality Strategy



## Appendix E

### Case studies/comments from providers/learners

#### Examples of Provider case studies

**Pulse for Music** *“100% of learners said they enjoyed the class -one learner stated that he has noticed an impact on his children at home with them being aware of him doing constructive activity as opposed to doing nothing. This has helped when getting them to do homework etc. Another learner commented how he had shown his daughter, a teacher in a secondary school, how to use Garageband and she was going to look at incorporating it into her lessons. One of our previous learners has continued to run a successful open mic night and we are also looking at helping him build a community organisation relating to music.”* “

**Kanyini SAR** *“Many examples provided of significant impact to the learners’ confidence and self esteem which was confirmed by parents, carers and care centre managers. One centre bought a sewing machine to enable the learners to continue developing their new skill. Examples provided include one learner who had sold the items she had made on ebay and made enough to pay for a holiday for a family of 4.”* “Learners developed additional skills such as budgeting, market research and team work”. Kanyini

#### New Vic Theatre SAR

*“Excellent feedback demonstrates learner enjoyment and confidence working with children and developing skills. Tutor works effectively and learning exceeds expectations. Variety of experiences excelled expectations of some learners and context engaging both parent and child.”*

#### Families First SAR

*“Excellent feedback learner enjoyment and impact on improved mental health (98%), new job and personal & social skills (all 98%) relationship with children/families. “I’ve learnt skills that I can do with my 5 year old as well as my 6 month old.”*

#### Learner comments from provider SARs

##### PPDG SAR

*It has helped me to leave the house and socialise.*

*Meeting new people, feel less isolated*

*“Simply play” motivated me to come out of the house and attend a course*

*It has given me and my daughter an extra bond and we are stronger together than ever before.*

*It has given me the confidence to continue going to groups. My daughter has really developed since the beginning of the course. Has been great for both our social skills.*

*It is good for a Foster Carer to go to things like this.*

*It has really helped my confidence and helped me to get out of the house each week. The staff were fantastic*

### **South Staffordshire College SAR**

*After my heart attack, this course has brought me back to life and has given me something to look forward to”*

*“Really enjoyable, absorbing and creative. Good mental problem solving and strengthening”*

### **WEA SAR**

*“it was so exciting learning new skills and seeing what I can achieve”; “gives me the confidence to try things on my own”; “the course helped me get to the level I wanted to reach”*

### **Staffordshire North and Stoke-on-Trent CAB**

*“The course was very good and made you think more of how to look after money much better”*

*“I feel that I can go home and utilise my own computer to far better effect than before.”*

### **Keele University**

*“It has given me the confidence to go back into education. I can now use different learning styles to help my girls learning. I know how to help my girls make their own choice through education.”*

### **ASB Learner comments**

#### **DDU**

*“I think the course has/is opening doors to a new career for me”*

*I can now use the computer to look for work*

*I would like to become a volunteer for another course because sarah is going to nursery.*

*Very good, exceeded my expectations. Definitely feel an improvement in myself*

*I can use the internet safely to keep up with the 20th century*

*Increased confidence in use of ever-changing technology.*

*Increased awareness of library's e-books/e-mags/audio books. I am better able to support my grandchildren using their I pads*

*To a childless widow living alone, it has had many benefits, mainly getting me out of the house and meeting other people. It has also given me an added interest at home. Opened up another world to me*

*The main benefits are in the gaining of self confidence in one's ability to use technology- in being capable of finding out one's own answers to questions and being able to help others (occasionally!)*

*It has helped me look for a full time job. I feel that I am much better prepared now to be able to use the internet in my search for employment*

*I can now email and send photos to my family, find information and do business on my ipad*

*My grandchildren are very proud of me, they thought I wouldn't do it !*

*I didn't have a social media account before, but now I do and using it to keep in touch with family and friends. The tutor used a website based programme to map learning each week.*

*I learnt how to promote my history charity in Tamworth. It has helped me build my confidence in using social media*

*It was very informative, and I learnt ways to use social media to promote events. It's Learner Led so great to learn and come out with skills you wanted*

*Very useful course where I learnt to stay safe using social media*

## **SDVS**

*I enjoyed going to Dovedale and the Arboretum. It was very interesting. I feel fitter and more relaxed.*

*I felt like I could contribute and was not judged I was listened to this is rare on some courses (no death by overheads!)*

*I enjoyed taking part in the course and learning new relevant skills that I can utilise within my own garden*

*The course has helped me giving me good knowledge and understanding and new skills in horticulture. Also It has helped with my confidence around others*

## **Comments from Apprentices**

*I am very happy to have completed the tests as successful results gave me a sense of self-worth and achievement*

*Fantastic support given, always made me feel capable of completing the course even when I fell behind*

*Starting the course was nerve wracking and daunting but with excellent guidance and support from my tutor, I feel I have progressed and developed my knowledge and skills that I can practice in schools and this enables me to be successful in my career choice.*

*The course is great: I have complete support and couldn't wish for more. I would highly recommend it to anyone, especially mothers wanting to get back into work.*

*The assessors and tutor are such great support and are there for me around the clock. I can email or ring them at any time for help.*



## Appendix F

Photo of belly dancing performance at Adult Learners' Week celebration

June 2015





**The first Apprenticeship Graduation Ceremony  
July 2015.**

**Over 155 Apprentices graduated.**





Local Members' Interest
N/A

### **Prosperous Staffordshire Select Committee- 4<sup>th</sup> March 2016**

#### **Progress of the Attendance Working Group**

##### **Recommendation/s**

1. That the Prosperous Staffordshire Select Committee review progress on the implementation of the Staffordshire Attendance Priorities – Improving Participation and Attendance in our Schools and Settings: Our Principles and Priorities for 2015-2017.
2. Members are asked to scrutinise the Autumn and Spring Terms Attendance report 2014/2015 (see Appendix A).
3. Members plan further updates and reviews at the end of March 2017 to fall in line with the release of the verified attendance data from the DfE and Autumn 2018 to review progress against the success that the priorities seek to deliver.

##### **Report of Cllr Ben Adams, Cabinet Member for Learning and Skills**

#### **Summary**

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

4. The Prosperous Staffordshire Select Committee is being updated on the progress and impact that the Priorities for Improving Participation and Attendance in our Schools and Settings: Our Principles and Priorities for 2015-2017 to see what impact it is having in Staffordshire. The Committee undertook scrutiny of the proposed approach in their meeting 4<sup>th</sup> September 2015.

#### **Report**

##### **Background and Context**

5. As the national expectations with regard to school attendance get more demanding, it is increasingly important for all the partners to understand their roles and responsibilities and the contribution they can make to ensure that together we achieve the new national target of 90% attendance for all children and young people. Staffordshire County Council is committed to fulfilling its statutory responsibilities for improving attendance and reducing exclusions through working in partnership with parents, schools, Families First, our strategic partner Entrust and other stakeholders and service providers. By working together, we will ensure that all Staffordshire children and young people and all those who are enrolled at a Staffordshire school or setting have good attendance and are not excluded, as this will enable all children and young people to enjoy and achieve to their full potential.

6. The Attendance Working Group was created to review the Local Authority's current working arrangements to ensure they are fit for purpose. This enables the Local Authority to deliver and maintain a high standard in our quality of services for admissions, attendance, participation, progression and achievement for the children of Staffordshire. The group are responsible for taking forward Staffordshire's priorities to ensure that all children and young people attend their school or setting so that they can achieve their potential.
7. The membership of the Attendance Working Group has representation across Staffordshire County Council, Families First and Entrust meet on a monthly basis.
8. The priorities for "Improving Participation and Attendance in our Schools and Settings: Our Principles and Priorities for 2015-2017" have been developed, presented and communicated to the following groups:

Internal Engagement		External Engagement	
The Prosperous Select Committee	4 <sup>th</sup> September 2015	Cascade via e-schoolbag	21 <sup>st</sup> September 2015
SEND Strategic Partnership Group (Special school and PRU representatives)	29 <sup>th</sup> September 2015	Attendance Conference	4 <sup>th</sup> December 2015
Annual report presented to the Education Standards and Performance Board	7 <sup>th</sup> October 2015		
Children's Improvement Board	20 <sup>th</sup> October 2015		

## Current Performance

9. The Priorities have also been consulted on and shared with schools, settings and other partners as follows:

By Summer 2017:	Progress to date @:
1. <b>Early Years Participation:</b> To maintain the take up of Think2 early education (for 15 hours a week) at or above 80% and continue to perform in the top quartile nationally for take up for 3 and 4 year olds.	Think2 take up for Autumn term 2015 was 86% so above the 80% target figure. Only East Staffordshire remains below 80% with highest take-up in Staffordshire Moorlands. Tamworth has shown the largest increase in take up since summer 2015.
2. <b>Primary and Secondary School Attendance:</b> Staffordshire will perform above the national average for attendance and persistent absence in primary and secondary schools and no district will perform below the national average for attendance and persistent absence rates.	Staffordshire Primary and Secondary schools have performed better than the national average for each of the last 5 years (2010/11 to 2014/15) for overall attendance (See Appendix A).  Persistent Absence rates in Staffordshire in 2014/15 were better than national for both primary and secondary schools.  All districts have made improvements to overall absence rates and persistent absence rates over the last 5 academic years.
3. <b>Special School Attendance:</b> Attendance and persistent absence rates at all Staffordshire's special schools will continue to perform well compared with the national average and better than our statistical neighbours.	The special school overall absence rate and persistent absence rates have been better than the national average for each academic year between 2010/11 and 2013/14 (latest available data).

	Absence rates at special schools are typically higher than mainstream schools; a contributory factor to this is the complex health needs of pupils who attend these schools.
<b>4. Attendance of Vulnerable Groups:</b> Attendance and persistent absence rates for all our most vulnerable and disadvantaged groups of children and young people (SEND, FSM, CIN, CYPP, LAC) in our primary, secondary and special schools will be much closer to the Staffordshire average and better than equivalent rates for similar groups in those LAs which are our statistical neighbours.	FSM, boys, pupils with a Statement or EHCP, and GRT pupils have all seen improvements in absence rates between 2010/11 and 2014/15.  In 2013/14 Staffordshire was ranked in the top 3 of its statistical neighbour authorities for both LAC and CIN pupil groups, for both overall absence and persistent absence.
<b>5. Schools performing below national expectations for attendance:</b> All schools and settings in Staffordshire to be at or above the national average rates for attendance and persistent absence.	Over half of primary and secondary schools achieved equal to or better than the national average for overall attendance in 2013/14 and 2014/15; there was also over half of schools being equal to or better than the national average for persistent absence for the same period.
<b>6. Attendance at our Pupil Referral Units (PRUs):</b> Attendance and persistent absence rates in all of our PRUs will be better than the national average for PRUs.	A working group has been set up with Staffordshire County Council colleagues and partner organisations to address PRU attendance.  A full day workshop has been held and colleagues are working with individual PRUs to help address attendance related issues and guidance has been provided to PRUs to help the recording of pupil absence on their management information systems.
<b>7. Post-16 Participation:</b> The percentage of 16 and 17 year olds in education or training will be better than our statistical neighbours and the national average. The percentage of 16 – 18 year olds that are Not in Education, Employment or Training (NEET) will also be better than our statistical neighbours and the national average.	81% of 16-18 year olds were in learning in Dec 2015 (79% in Dec 2014) which is a slight increase in participation – the statistical neighbour’s average has remained the same at 83%. The percentage of 16-18 NEET has dropped from 4.5% (Dec 2014) to 4.0% in Dec 2015 but this is still above the statistical neighbour’s average - this was 3.9% in 2014 and 3.7% in 2015.
<b>8. Children Missing Education (CME) and Children Missing Out On Education (CMOOE):</b> All services will work in partnership to ensure that all children who are not in receipt of a suitable full-time education will be centrally recorded, monitored and tracked so that no child will be missing from a suitable full-time education for longer than is absolutely necessary. We will fulfil all of our statutory obligations with regard to CME and CMOOE.	The CME Team receive referrals from schools, professionals and members of the public regarding CME (whereabouts unknown) which are prioritised according to the child’s vulnerability, we have recently enhanced this work by including children leaving the UK.  Without a school place meetings are being held to discuss children who are known to not be in receipt of education in order to fast track these children back into appropriate provision.  A CMOOE task and finish group has been set up to further progress this work stream. A pilot request to schools will be undertaken in the coming months to collect details of pupils classed as CMOOE from every school. This will enable the County Council to assess volumes of children and prioritise support to such children.
<b>9. Permanent Exclusions:</b> Permanent exclusion rates in primary and secondary schools will be decreasing and Staffordshire schools will be performing better than the national average. No LAC or CIN or CYPP will be permanently excluded.	Whilst permanent exclusion rates had increased in 2013/14 above the national average, this is being monitored closely as part of the work of the Attendance Working Group.  The Council and partner organisations work closely with schools to ensure those pupils (including those pupils in vulnerable groups) at risk of permanent exclusions receive the appropriate support to avoid this where possible.

<p>10. <b>Fixed Term Exclusions:</b> We will continue to reduce the number of fixed term exclusions in our schools and ensure that our most vulnerable and disadvantaged groups of children and young people (LAC, FSM, GRT, SEND, CIN, CYPP) have the early help and support they need to ensure that they are no more likely to be excluded than other children and young people</p>	<p>Staffordshire's overall fixed term exclusions rate remained below the national average in 2013/14. The Council and partner organisations continue to work closely with schools to ensure those pupils (including those pupils in vulnerable groups) receive fewer fixed term exclusions.</p>
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## Attendance Working Group Progress and Actions

10. The Working Group has continued to meet regularly to lead and co-ordinate further action to support delivery and progress against the priorities.
11. Schools and settings were surveyed on the draft strategy and provided with an opportunity to respond. There was a very poor response with only three schools responding to the on-line survey. All agreed with principles 1 to 8 with one school returning a "don't know" to principle 9 and a "disagree" to principle 10.
12. The four comments consisted of:
  - a. *I agree children should be supported but children should be excluded if mainstream is not suitable*
  - b. *As long as children can continue to receive exclusions for violent behaviour*
  - c. *There needs to be more support from health teams for primary age children*
  - d. *Parents need support at home not just through schools*
13. A PRU workshop was held on the 24th September 2015 which was attended by PRU Staff, Entrust colleagues and Families First Local Support Teams. The workshop received excellent evaluations. A draft PRU admission pathway is currently under consultation with PRU Head teachers and High schools via the Chairs of the District Inclusion Partnerships – (see Appendix C – PRU Attendance Workshops Evaluations). The Local Authority supported Entrust staff regarding collation and presentation of attendance and exclusion data for the future.
14. There has been progress made in updating Local Authority Policies and Protocols during the Autumn term. This includes:
  - a. Flexi-schooling Best Practice –Aug 2015
  - b. Children Placed out of Year –November 2015
  - c. Fair Access Protocol – completed and awaiting sign off
  - d. Children who are missing education due to health/medical needs - this is in the process of being updated with the support of colleagues from Schools, Health and the LSTs
  - e. Model School Attendance Policy agreed and shared with schools and settings.
15. The Attendance Conference for Head teachers held on the 4<sup>th</sup> December 2015 saw the launch of the strategy. A number of workshops were held which received excellent feedback. There were a variety of information stands also available to provide schools

with updates and materials or service information to support their work on attendance and 73 delegates were booked onto the event. (see Appendix B – Attendance Conference)

16. Raising awareness of the priorities document and agenda policy to Governors in respect of their responsibilities through the Spring term agenda.
17. The 2014-2015 Autumn and Spring Term Attendance Report was finalised however the LAC data was excluded from this report and it was agreed the Virtual School Governing Body will review their data regarding both system collection and reporting and report back to their Spring meeting. (see Appendix A 2014/15 Autumn and Spring Terms Attendance Report)
18. A CMOOE Strategic Group has been established to provide a co-ordinated funding approach for commissioners and providers to formally discuss and influence the development of strategic planning for this vulnerable group of CYP. This will enable the Local Authority to fulfil its statutory duties in respect of children missing out of education. This group has now ensured a link with the both the Strategic Overview Board – Missing and the Operational Group – Missing.

### **Next Steps**

19. The Attendance Working Group has a series of further actions to continue working towards the delivery of our priorities. This includes the following activities for the next twelve months:
  - a. CMOOE pilot data collection from schools and relevant partners developed as a pilot
  - b. Completion and submission on behalf of SCC for CME consultation
  - c. Create a CMOOE data meeting to consider roles responsibilities and gaps in our current mapping / outcomes
  - d. Develop a pack of case studies linked to CMOOE that will provide guidance for schools parents carers and governors
  - e. Ratification of DIP protocols
  - f. Consistent data collection across all areas
  - g. Review commissioning of planned school support and partnership between Families First and Entrust
  - h. Update safeguarding policies
  - i. Ratify PRU admissions pathway
  - j. Summary at Spring Briefings to Schools Events (in development)
  - k. The Attendance Group to review TOR and membership
  - l. To follow up and further develop the CMOOE and guidance for schools
  - m. The writing of an Early Years Attendance Policy
21. The Attendance working group will continue to be focus partnership work with the Local Support Teams and Entrust in particular districts.

### **Link to the Council's Strategic Outcomes**

22. The County Council places priority on all children having access to a good education. The right foundation in learning and skills is vital if our young people are to access good jobs and live healthier, happier and independent lives. Keeping our children safe and well, by ensuring that we have a good understanding of where they are attending school

and working together to ensure that their learning is equipping them to succeed is central to the statutory duties and corporate priorities of the County Council. Participation and attendance is therefore fundamentally linked to the delivery of strategic outcomes.

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

- Attendance and Participation – Prosperous Staffordshire Select Committee (Item 15) 4<sup>th</sup> September 2015
- School Improvement and Attainment met in Staffordshire – Prosperous Staffordshire Select Committee (Item 4) 22<sup>nd</sup> January 2016

### **Community Impact**

23. The Attendance Working Group will continue to work with the strategic priorities within the partnership. Key accountabilities will be developed within the partnership. The group will ensure appropriate commissioning and performance management arrangements are in place to ensure that the right services are delivered by the right people at the right time, and crucially, deliver improvements.
24. The Attendance working group will ensure a relentless focus on our statutory duties and identified priorities and particularly on supporting our most disadvantaged and vulnerable children and young people to achieve their potential. Working in partnership to ensure that all those working to improve participation and attendance and reduce exclusions have access to training, information and support to enable our collective ambitions to be achieved.

### **Conclusion**

25. The Working Group has provided an intensive and focused means to understand and improve Staffordshire's work on attendance and participation. The group continues to meet, however, the intention is to move toward embedding the improvements in its customs and practice and this will provide a sustainable focus on local priorities.
26. The impact of the Working Group is evident in a wide range of activity and on progress toward our targets, as set out in the Priorities document. However, it will be over time that trends and sustained performance indicators give evidence of overall impact.

### **Report Authors and Contacts:**

Julie Stevenson – County Improvement Manager – Educational Inclusion  
Lesley Calverley – Senior Commissioning Manager SEND  
Kim Edge – Strategy Manager for Education

### **Appendices/Background papers**

*Appendix A – Autumn and Spring Terms Attendance Report 2014/15*  
*Appendix B – Attendance Conference*  
*Appendix C – PRU Attendance Workshop Evaluations*

## Glossary

CIN	Child in Need
CME	Children Missing Education
CMOOE	Children Missing Out On Education
CYP	Children and Young People
CYPP	Children and Young People's Plan
EHCP	Education Health and Care Plan
GRT	Gypsy Roman Traveller
NEET	Not in Education, Employment or Training
PRU	Pupil Referral Unit
SEND	Special Education Needs and Disability
LAC	Looked After Children





**2014/15**  
**Autumn and Spring terms**  
**Attendance Report**

# 2014/15 AUTUMN AND SPRING TERMS ATTENDANCE REPORT

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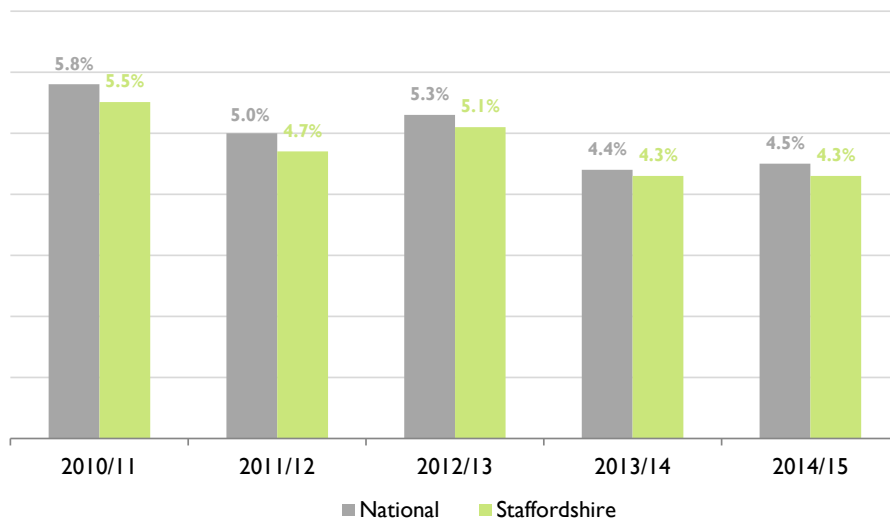
# 2014/15 AUTUMN AND SPRING TERMS

## ATTENDANCE REPORT

### Overall Absence in Staffordshire

Staffordshire's absence percentage has been broadly in line with national annual absence rates. Both Staffordshire and the national average have improved by over 1pp between 2010/11 and 2014/15.

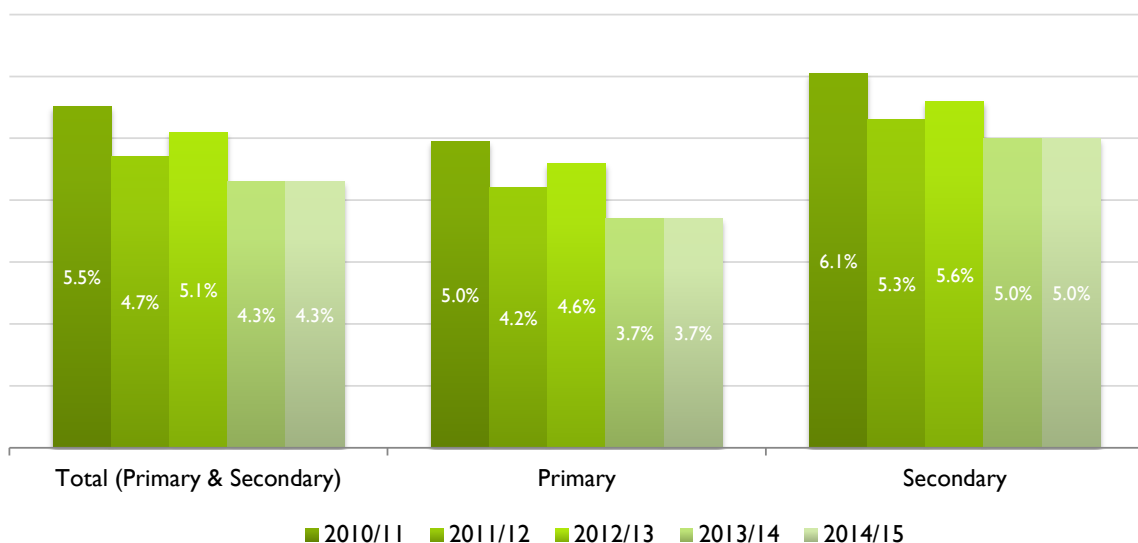
### Overall Absence % in Staffordshire Schools



### Overall Absence by Phase

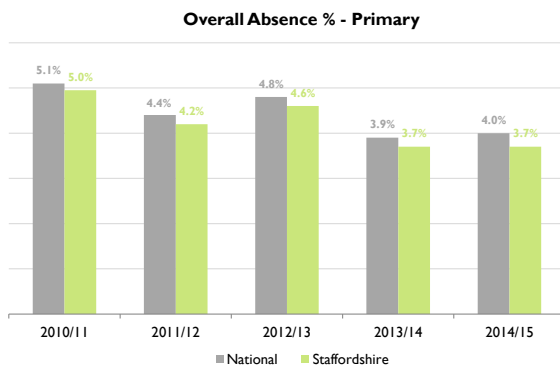
2014/15 absence rates in Staffordshire primary and secondary, and primary/secondary combined were in line with the previous year. Pupils in secondary schools have higher absence rates to those in primary schools.

### Staffordshire Overall % Absence by phase



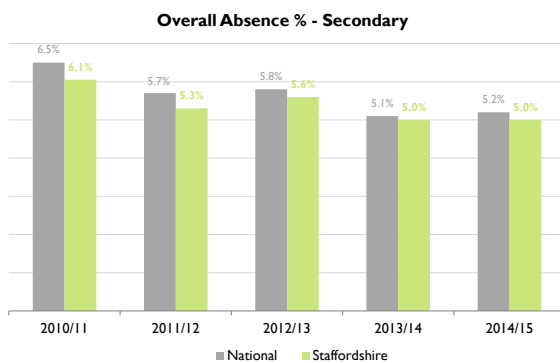
# 2014/15 AUTUMN AND SPRING TERMS ATTENDANCE REPORT

## Overall Absence by Phase – National Comparisons



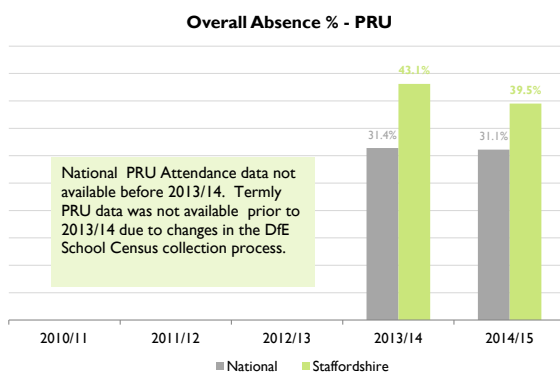
### Primary Schools

- ⇒ Staffordshire Primary absence rates have remained slightly better than national over the past five academic years.
- ⇒ National Primary absence rates increased slightly whilst Staffordshire 2014/15 absence rates remained static in comparison to the previous year.



### Secondary Schools

- ⇒ Staffordshire secondary absence has been lower than the national average in each year since 2010/11.
- ⇒ There has been a slight increase in national absence percentage in from the previous year. Staffordshire's Secondary 2014/15 absence percentage is the same as the previous year.



### Pupil Referral Units Schools

- ⇒ Pupil Referral Units in Staffordshire had an absence rate of 39.5%; this is a 3.6pp improvement on the previous year (43.1%).
- ⇒ Staffordshire PRU attendance percentage is 8.4pp higher than national in 2014/15; this gap has reduced from 11.7pp in 2013/14.

# 2014/15 AUTUMN AND SPRING TERMS

## ATTENDANCE REPORT

Vulnerable groups' data relates to Primary and Secondary combined. Special School Attendance data is collected on an annual basis and therefore not included in two terms data

### Overall Absence - Vulnerable Groups

Group	2010/11	2011/12	2012/13	2013/14	2014/15	Trend 2011 - 2015
<b>FSM</b>						
Staffordshire	8.3%	7.1%	7.7%	6.8%	6.9%	-1.4 pp ↓
National	8.4%	7.3%	7.5%	6.6%	6.8%	-1.6 pp ↓
Difference	-0.1 pp	-0.2 pp	0.2 pp	0.2 pp	0.1 pp	0.2 pp ↑
<b>Boys</b>						
Staffordshire	5.3%	4.5%	5.0%	4.2%	4.3%	-1.0 pp ↓
National	5.7%	4.9%	5.2%	4.4%	4.5%	-1.2 pp ↓
Difference	-0.4 pp	-0.4 pp	-0.2 pp	-0.2 pp	-0.2 pp	0.2 pp ↑
<b>SEN (Statement &amp; EHCP)</b>						
Staffordshire	7.3%	6.4%	6.7%	6.3%	6.4%	-0.9 pp ↓
National	8.1%	7.3%	7.5%	6.6%	6.9%	-1.2 pp ↓
Difference	-0.8 pp	-0.9 pp	-0.8 pp	-0.3 pp	-0.5 pp	0.3 pp ↑
<b>Gypsy/Roma</b>						
Staffordshire	18.5%	21.5%	22.0%	15.7%	15.9%	-2.6 pp ↓
National	17.2%	15.3%	14.9%	12.5%	12.5%	-4.7 pp ↓
Difference	1.3 pp	6.2 pp	7.1 pp	3.2 pp	3.4 pp	2.1 pp ↑
<b>Traveller of Irish heritage</b>						
Staffordshire	23.6%	22.9%	16.2%	12.1%	12.5%	-11.1 pp ↓
National	22.6%	21.1%	20.7%	17.9%	16.9%	-5.7 pp ↓
Difference	1.0 pp	1.8 pp	-4.5 pp	-5.8 pp	-4.4 pp	-5.4 pp ↓

Vulnerable groups' data does not include pupils on roll at PRUs

- ⇒ Attendance rates for pupils eligible for Free School Meals (FSM) were in line with national for 2010/11 and 2011/12, and in the three most recent years, Staffordshire's FSM pupils have had worse absence rates than national.
- ⇒ The attendance rates of Boys and Statement of SEN cohorts have remained below national averages, although the gap has narrowed for each pupil group.
- ⇒ The Gypsy/Roma pupil groups had worse than national absence rates with an improving trend, whilst Traveller of Irish Heritage pupils' attendance improved and has been below national for the last three years.
- ⇒ The attendance reporting of Looked after Children is currently under review and to be included in future reports when arrangements have been agreed.

# 2014/15 AUTUMN AND SPRING TERMS ATTENDANCE REPORT

## District Performance - Overall Absence

### Primary and Secondary Combined

District	2010/11	2011/12	2012/13	2013/14	2014/15	2011-2015 change	2014-2015 change
Cannock Chase	6.1%	4.9%	5.6%	4.8%	4.7%	-1.5pp	-0.2pp
East Staffs	5.4%	4.8%	4.9%	4.1%	4.2%	-1.2pp	0.1pp
Lichfield	5.1%	4.3%	5.0%	4.1%	4.2%	-0.9pp	0.1pp
Newcastle	5.1%	4.6%	5.1%	4.3%	4.3%	-0.8pp	0.0pp
South Staffs	5.7%	4.6%	5.1%	4.3%	4.4%	-1.3pp	0.0pp
Stafford	5.4%	4.5%	5.0%	4.2%	4.3%	-1.1pp	0.0pp
Staffs Moorlands	5.4%	4.6%	5.0%	4.2%	4.3%	-1.1pp	0.1pp
Tamworth	5.9%	4.9%	5.0%	4.5%	4.5%	-1.4pp	0.0pp
<b>Staffordshire</b>	<b>5.5%</b>	<b>4.7%</b>	<b>5.1%</b>	<b>4.3%</b>	<b>4.3%</b>	<b>-1.2pp</b>	<b>0.0pp</b>

- ⇒ The Cannock Chase district has seen the highest overall absence percentage in four of the last five years; however this district has improved the most in the last five years.
- ⇒ Lichfield and East Staffordshire have had the lowest overall absence percentages in the last two years.

### Primary

District	2010/11	2011/12	2012/13	2013/14	2014/15	2011-2015 change	2014-2015 change
Cannock Chase	5.6%	4.6%	5.4%	4.1%	4.2%	-1.4pp	0.1pp
East Staffs	4.9%	4.4%	4.5%	3.8%	3.9%	-1.1pp	0.1pp
Lichfield	4.6%	4.1%	4.9%	3.7%	3.9%	-0.7pp	0.2pp
Newcastle	4.7%	4.1%	4.8%	3.8%	3.8%	-0.9pp	0.1pp
South Staffs	4.9%	3.9%	4.6%	3.8%	3.9%	-1.1pp	0.1pp
Stafford	4.7%	3.9%	4.7%	3.7%	3.7%	-1.0pp	0.0pp
Staffs Moorlands	4.9%	4.1%	4.7%	3.7%	3.7%	-1.2pp	0.0pp
Tamworth	5.3%	4.5%	5.0%	4.0%	4.0%	-1.3pp	0.0pp
<b>Staffordshire</b>	<b>5.0%</b>	<b>4.2%</b>	<b>4.6%</b>	<b>3.7%</b>	<b>3.7%</b>	<b>-1.3pp</b>	<b>0.0pp</b>

- ⇒ The Cannock Chase district has seen the highest overall absence percentage for primary schools in each of the last five years.
- ⇒ Primary schools in the Stafford district have had the lowest overall absence percentage in 2013/14 and 2014/15.

### Secondary

District	2010/11	2011/12	2012/13	2013/14	2014/15	2011-2015 change	2014-2015 change
Cannock Chase	6.7%	5.6%	6.2%	5.9%	5.4%	-1.3pp	-0.4pp
East Staffs	6.1%	5.3%	5.5%	4.5%	4.6%	-1.5pp	0.1pp
Lichfield	5.7%	4.8%	5.2%	4.7%	4.8%	-1.0pp	0.0pp
Newcastle	5.4%	5.1%	5.5%	5.1%	5.0%	-0.4pp	-0.2pp
South Staffs	6.3%	5.2%	5.6%	4.9%	4.9%	-1.4pp	0.0pp
Stafford	6.0%	5.5%	5.6%	5.1%	5.1%	-0.9pp	0.0pp
Staffs Moorlands	5.8%	5.1%	5.3%	4.7%	4.8%	-1.0pp	0.2pp
Tamworth	6.7%	5.6%	-	5.3%	5.3%	-1.4pp	0.0pp
<b>Staffordshire</b>	<b>6.1%</b>	<b>5.3%</b>	<b>5.6%</b>	<b>5.0%</b>	<b>5.0%</b>	<b>-1.1pp</b>	<b>0.0pp</b>

- ⇒ The Cannock Chase district has the highest absence percentage for secondary schools between 2012/13 and 2014/15.
- ⇒ Secondary schools in East Staffordshire have had the lowest overall absence rates for the past two years, and also the largest improvement over the last 5 years.

# 2014/15 AUTUMN AND SPRING TERMS

## ATTENDANCE REPORT

### Attendance Codes Used

#### Primary

Year	% of possible sessions missed - absence rates			Auth / Unauth Split		Percentage of Absence codes used - Authorised										Percentage of Absence codes used - Unauthorised			
	Overall	Authorised	Unauthorised	Authorised total reasons	Unauthorised total reasons	Other (C)	Excluded (E)	Extended holiday (F)	Holiday (H)	Illness (I)	Medical /Dental Appointments (M)	Religious (R)	Study (S)	Traveller (T)	Holiday (G)	Not yet obtained (N)	Other (O)	Late (U)	
2010/11	4.9%	4.7%	0.3%	94.4%	5.6%	4.6%	0.3%	0.3%	14.3%	69.2%	4.6%	0.8%	0.0%	0.2%	0.8%	0.4%	3.6%	0.8%	
2011/12	4.2%	3.9%	0.3%	93.6%	6.4%	4.3%	0.5%	0.3%	17.1%	65.1%	5.5%	0.4%	0.0%	0.4%	1.3%	0.5%	3.8%	0.8%	
2012/13	4.6%	4.3%	0.3%	93.2%	6.8%	5.5%	0.4%	0.2%	14.8%	67.1%	4.7%	0.3%	0.0%	0.3%	1.5%	0.4%	4.1%	0.8%	
2013/14	3.7%	3.2%	0.5%	87.5%	12.5%	4.3%	0.6%	0.1%	6.5%	69.4%	5.7%	0.6%	0.0%	0.2%	5.7%	0.5%	5.2%	1.2%	
2014/15	3.7%	3.2%	0.5%	86.0%	14.0%	4.1%	0.5%	0.0%	2.0%	73.3%	5.5%	0.4%	0.0%	0.2%	6.8%	0.6%	5.3%	1.2%	
<b>Trend</b>	<b>-1.2pp</b>	<b>-1.4pp</b>	<b>0.2pp</b>	<b>-8.4pp</b>	<b>8.4pp</b>	<b>-0.5pp</b>	<b>0.1pp</b>	<b>-0.3pp</b>	<b>-12.3pp</b>	<b>4.1pp</b>	<b>0.9pp</b>	<b>-0.4pp</b>	<b>0.0pp</b>	<b>0.0pp</b>	<b>6.0pp</b>	<b>0.2pp</b>	<b>1.7pp</b>	<b>0.4pp</b>	

- ⇒ The proportion of unauthorised absence in Primary schools has increased by 8.4pp, with authorised attendance decreasing by the same amount.
- ⇒ Over the past five academic years authorised holidays have reduced and unauthorised holidays have increased.
- ⇒ The proportion of absences coded as 'Illness' and unauthorised 'Holiday' has increased by 4.1pp and 6.0pp respectively since 2010/11.

#### Secondary

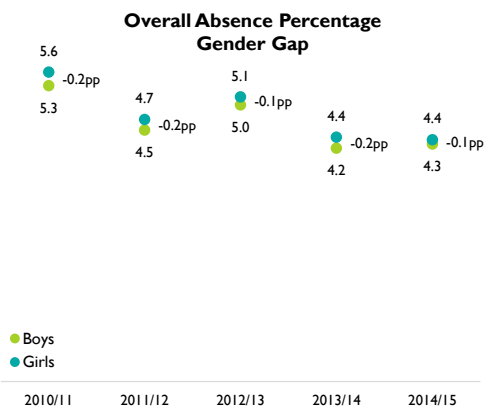
Year	% of possible sessions missed - absence rates			Auth / Unauth Split		Percentage of Absence codes used - Authorised										Percentage of Absence codes used - Unauthorised			
	Overall	Authorised	Unauthorised	Authorised total reasons	Unauthorised total reasons	Other (C)	Excluded (E)	Extended holiday (F)	Holiday (H)	Illness (I)	Medical /Dental Appointments (M)	Religious (R)	Study (S)	Traveller (T)	Holiday (G)	Not yet obtained (N)	Other (O)	Late (U)	
2010/11	6.1%	5.3%	0.8%	86.9%	13.1%	5.8%	1.6%	0.1%	6.4%	65.7%	6.5%	0.4%	0.5%	0.1%	1.5%	2.1%	8.8%	0.8%	
2011/12	5.3%	4.6%	0.7%	86.1%	13.9%	5.9%	1.4%	0.1%	6.6%	64.0%	7.5%	0.2%	0.4%	0.0%	2.2%	1.4%	9.5%	0.8%	
2012/13	5.6%	4.8%	0.8%	86.2%	13.8%	5.8%	1.3%	0.0%	5.6%	65.8%	7.2%	0.1%	0.2%	0.1%	2.5%	1.1%	9.5%	0.7%	
2013/14	5.0%	4.2%	0.8%	83.9%	16.1%	6.9%	1.6%	0.0%	1.8%	64.5%	8.4%	0.3%	0.3%	0.1%	3.6%	0.9%	10.8%	0.8%	
2014/15	5.0%	4.2%	0.8%	84.0%	16.0%	6.3%	1.6%	0.0%	0.7%	66.7%	8.3%	0.2%	0.0%	0.1%	3.1%	1.0%	11.0%	0.9%	
<b>Trend</b>	<b>-1.1pp</b>	<b>-1.1pp</b>	<b>0.0pp</b>	<b>-2.8pp</b>	<b>2.8pp</b>	<b>0.5pp</b>	<b>0.1pp</b>	<b>-0.1pp</b>	<b>-5.6pp</b>	<b>1.0pp</b>	<b>1.9pp</b>	<b>-0.2pp</b>	<b>-0.5pp</b>	<b>0.1pp</b>	<b>1.6pp</b>	<b>-1.1pp</b>	<b>2.2pp</b>	<b>0.1pp</b>	

- ⇒ The proportion of unauthorised absence in Secondary schools has increased by 2.8%, with authorised attendance decreasing by the same amount.
- ⇒ The proportion of absences coded as authorised holiday has reduced and unauthorised holiday has increased, this trend is similar to the Primary phase with reduced variations.
- ⇒ The proportion of absence sessions coded as 'Medical /Dental Appointments' and unauthorised 'Other' has increased by 1.9pp and 2.2pp respectively since 2010/11.

# 2014/15 AUTUMN AND SPRING TERMS

## ATTENDANCE REPORT

### Gender Gap



- ⇒ The gender gap for overall attendance has reduced with boys overall absence 0.1pp less than girls.
- ⇒ Boys overall absence has increased slightly by 0.1pp to 4.3%, whilst girls' absence has remained at 4.4%.
- ⇒ Similar trends can be seen looking at codes used in primary and secondary phases between girls and boys.
- ⇒ The main reason code used for absence is illness, with girls generally having a slightly higher proportion at primary and secondary age.
- ⇒ Authorised holiday has reduced for primary and secondary whilst unauthorised holiday has increased.

### Primary Codes by Gender

Phase	Year	% of possible sessions missed - absence rates			Auth / Unauth Split		Percentage of Absence codes used - Authorised									Percentage of Absence codes used - Unauthorised			
		Overall	Authorised	Unauthorised	Authorised total reasons	Unauthorised total reasons	Other (C)	Excluded (E)	Extended holiday (F)	Holiday (H)	Illness (I)	Medical/Dental Appointments (M)	Religious (R)	Study (S)	Traveller (T)	Holiday (G)	Not yet obtained (N)	Other (O)	Late (U)
Boys	2010/11	4.9%	4.6%	0.3%	94.4%	5.6%	4.6%	0.6%	0.3%	14.2%	68.9%	4.8%	0.8%	0.0%	0.2%	0.7%	0.4%	3.7%	0.8%
	2011/12	4.2%	3.9%	0.3%	93.5%	6.5%	4.4%	0.9%	0.3%	17.0%	64.3%	5.7%	0.4%	0.0%	0.5%	1.3%	0.5%	3.9%	0.8%
	2012/13	4.8%	4.5%	0.3%	93.3%	6.7%	5.3%	0.5%	0.2%	13.7%	68.1%	4.8%	0.3%	0.0%	0.3%	1.4%	0.4%	4.1%	0.8%
	2013/14	3.8%	3.3%	0.4%	88.2%	11.8%	4.3%	0.9%	0.1%	5.9%	70.5%	5.8%	0.6%	0.0%	0.1%	5.3%	0.5%	4.9%	1.1%
	2014/15	3.9%	3.4%	0.5%	86.6%	13.4%	4.1%	0.8%	0.0%	1.9%	73.7%	5.7%	0.4%	0.0%	0.1%	6.2%	0.7%	5.2%	1.2%
	<b>Trend</b>	<b>-1.0%</b>	<b>-1.2%</b>	<b>0.2%</b>	<b>-7.8%</b>	<b>7.8%</b>	<b>-0.5%</b>	<b>0.2%</b>	<b>-0.3%</b>	<b>-12.3%</b>	<b>4.8%</b>	<b>0.9%</b>	<b>-0.4%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>5.5%</b>	<b>0.3%</b>	<b>1.6%</b>	<b>0.4%</b>
Girls	2010/11	5.0%	4.7%	0.3%	94.5%	5.5%	4.4%	0.1%	0.4%	14.5%	69.8%	4.4%	0.7%	0.0%	0.2%	0.9%	0.4%	3.4%	0.8%
	2011/12	4.2%	3.9%	0.3%	93.6%	6.4%	4.1%	0.1%	0.3%	17.3%	65.9%	5.2%	0.4%	0.0%	0.4%	1.4%	0.4%	3.7%	0.9%
	2012/13	4.8%	4.5%	0.3%	93.1%	6.9%	5.2%	0.1%	0.2%	14.6%	68.1%	4.4%	0.3%	0.0%	0.2%	1.4%	0.4%	4.2%	0.9%
	2013/14	3.9%	3.4%	0.5%	87.9%	12.1%	4.2%	0.1%	0.1%	6.4%	71.0%	5.4%	0.5%	0.0%	0.3%	5.3%	0.5%	5.2%	1.2%
	2014/15	3.8%	3.3%	0.5%	86.1%	13.9%	3.8%	0.1%	0.0%	2.1%	74.3%	5.3%	0.3%	0.0%	0.2%	6.9%	0.6%	5.1%	1.2%
	<b>Trend</b>	<b>-1.1%</b>	<b>-1.4%</b>	<b>0.3%</b>	<b>-8.4%</b>	<b>8.4%</b>	<b>-0.6%</b>	<b>0.0%</b>	<b>-0.4%</b>	<b>-12.4%</b>	<b>4.4%</b>	<b>0.9%</b>	<b>-0.4%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>6.0%</b>	<b>0.2%</b>	<b>1.8%</b>	<b>0.4%</b>

### Secondary (Including Middle Schools) Codes by Gender

Phase	Year	% of possible sessions missed - absence rates			Auth / Unauth Split		Percentage of Absence codes used - Authorised									Percentage of Absence codes used - Unauthorised			
		Overall	Authorised	Unauthorised	Authorised total reasons	Unauthorised total reasons	Other (C)	Excluded (E)	Extended holiday (F)	Holiday (H)	Illness (I)	Medical/Dental Appointments (M)	Religious (R)	Study (S)	Traveller (T)	Holiday (G)	Not yet obtained (N)	Other (O)	Late (U)
Boys	2010/11	5.8%	5.1%	0.8%	87.0%	13.0%	6.0%	2.2%	0.1%	6.5%	65.3%	6.0%	0.3%	0.5%	0.1%	1.5%	1.8%	9.0%	0.7%
	2011/12	5.0%	4.4%	0.7%	86.8%	13.2%	6.3%	2.0%	0.1%	7.1%	63.5%	7.0%	0.2%	0.5%	0.1%	2.1%	1.3%	9.0%	0.8%
	2012/13	5.4%	4.6%	0.8%	85.5%	14.5%	5.7%	1.6%	0.0%	5.6%	65.0%	6.8%	0.1%	0.4%	0.1%	2.5%	1.3%	10.0%	0.8%
	2013/14	4.8%	4.0%	0.8%	83.4%	16.6%	6.7%	2.4%	0.0%	1.8%	64.0%	7.8%	0.3%	0.4%	0.1%	3.6%	0.9%	11.1%	0.9%
	2014/15	4.8%	4.1%	0.8%	84.1%	15.9%	6.3%	2.6%	0.0%	0.7%	66.5%	7.7%	0.2%	0.0%	0.1%	3.1%	1.0%	11.0%	0.9%
	<b>Trend</b>	<b>-1.0%</b>	<b>-1.0%</b>	<b>0.0%</b>	<b>-2.9%</b>	<b>2.9%</b>	<b>0.3%</b>	<b>0.3%</b>	<b>-0.1%</b>	<b>-5.8%</b>	<b>1.2%</b>	<b>1.7%</b>	<b>-0.1%</b>	<b>-0.5%</b>	<b>0.0%</b>	<b>1.6%</b>	<b>-0.9%</b>	<b>2.0%</b>	<b>0.2%</b>
Girls	2010/11	6.2%	5.5%	0.8%	87.9%	12.1%	5.6%	0.6%	0.1%	6.5%	67.5%	6.8%	0.2%	0.5%	0.0%	1.5%	1.6%	8.4%	0.6%
	2011/12	5.4%	4.7%	0.7%	87.3%	12.7%	6.3%	0.6%	0.1%	6.9%	64.9%	8.1%	0.1%	0.4%	0.0%	2.0%	1.2%	8.7%	0.8%
	2012/13	5.7%	4.9%	0.7%	87.0%	13.0%	5.7%	0.6%	0.0%	5.8%	66.7%	7.8%	0.1%	0.2%	0.0%	2.5%	1.2%	8.4%	0.8%
	2013/14	5.2%	4.4%	0.8%	84.4%	15.6%	7.1%	0.8%	0.0%	1.8%	65.1%	8.9%	0.2%	0.3%	0.1%	3.6%	0.9%	10.4%	0.7%
	2014/15	5.1%	4.3%	0.8%	84.0%	16.0%	6.3%	0.7%	0.0%	0.8%	67.0%	8.9%	0.2%	0.0%	0.1%	3.0%	1.0%	11.1%	0.9%
	<b>Trend</b>	<b>-1.1%</b>	<b>-1.2%</b>	<b>0.1%</b>	<b>-3.9%</b>	<b>3.9%</b>	<b>0.7%</b>	<b>0.2%</b>	<b>-0.1%</b>	<b>-5.7%</b>	<b>-0.5%</b>	<b>2.1%</b>	<b>0.0%</b>	<b>-0.5%</b>	<b>0.1%</b>	<b>1.5%</b>	<b>-0.6%</b>	<b>2.7%</b>	<b>0.3%</b>

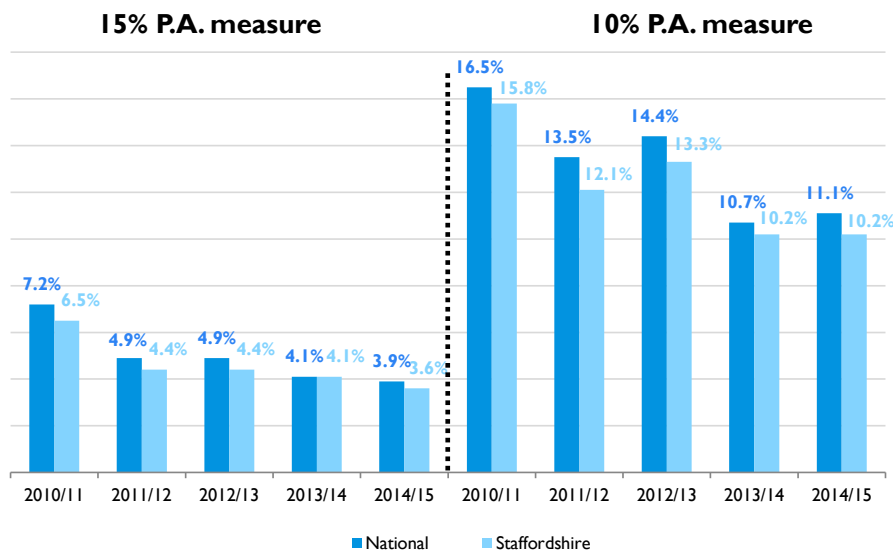


# 2014/15 AUTUMN AND SPRING TERMS

## ATTENDANCE REPORT

### Pupils Classed as Persistent Absentees in Staffordshire

A pupil is classed as being persistently absent if they miss over 15% of sessions (10% of sessions from 2015/16). Staffordshire has experienced improving performance from 2010/11 to 2014/15 for both 15% and 10% measures. Staffordshire has performed better than national in 2014/15 and the majority of the academic years from 2010/11 for both measures.

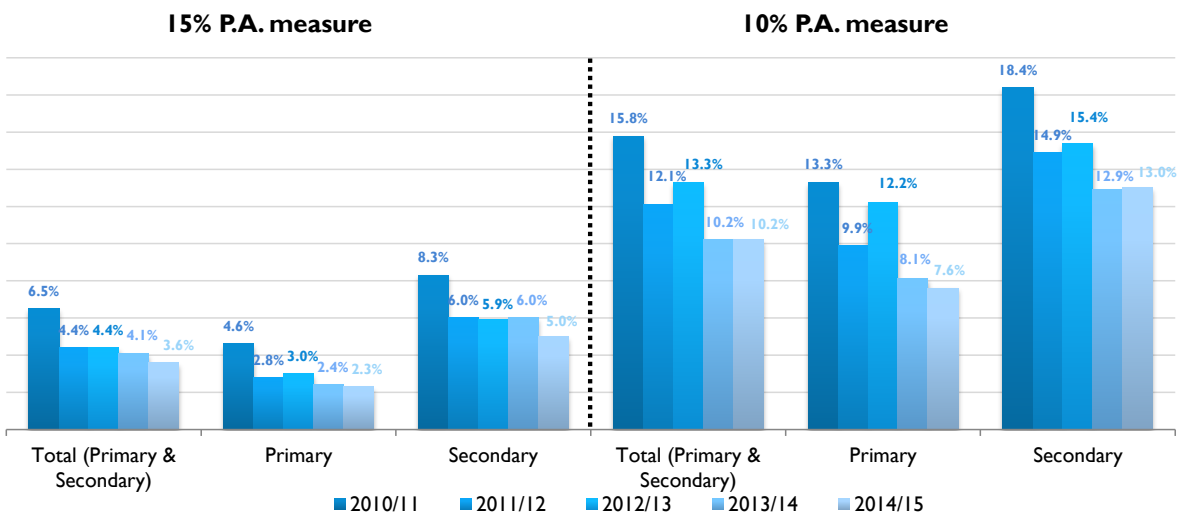


### New Arrangements

From September 2015 (start of the 2015/16 academic year) schools will be judged against a persistent absence rate of 10 per cent rather than 15 per cent. The 10 per cent measure will be published alongside the 15 per cent measure for the 2014/15 “Pupil absence in schools in England” releases for information purposes only. (DfE)

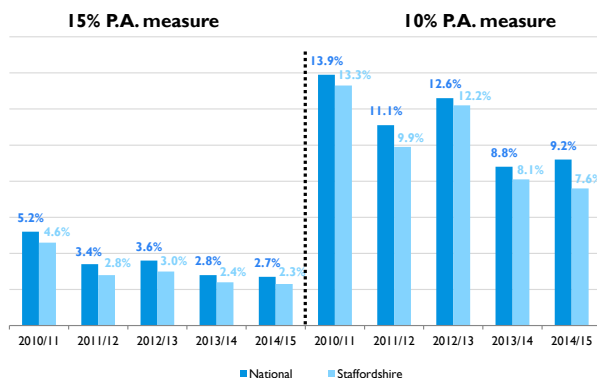
### Percentage of Pupils Classed as Persistent Absentees by Phase

Persistent Absence rates in Staffordshire primary and secondary schools followed a similar improving trend to Staffordshire and national average from 2010/11 to 2014/15. Pupils in secondary schools are more likely to be classed as persistent absentees than those in primary schools. Secondary schools have seen a slight increase in the 10% P.A. measure in 2014/15.



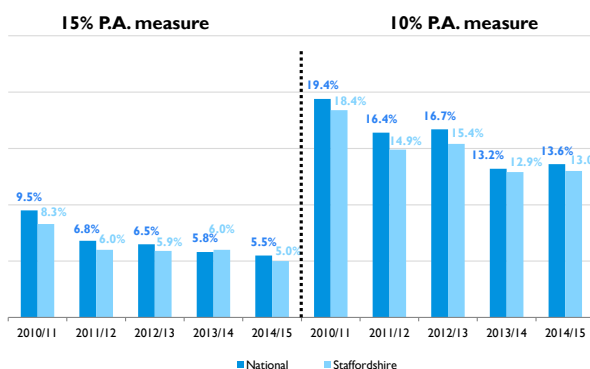
# 2014/15 AUTUMN AND SPRING TERMS ATTENDANCE REPORT

## Pupils Classified as Persistent Absentees National Comparisons by Phase



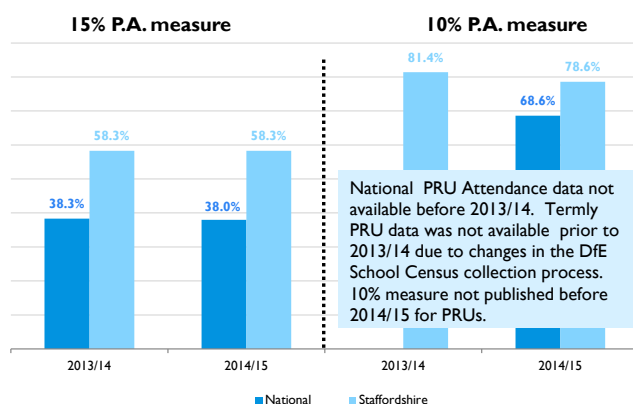
### Primary Schools

- ⇒ Staffordshire Primary persistent absence rates have reduced from 2010/11 to 2014/15 and remained below the national average.
- ⇒ The gap between Staffordshire Primary schools and the national Primary School average remained static for the 15% P.A. measure and improved for the 10% P.A. measure.



### Secondary Schools

- ⇒ Staffordshire secondary persistent absence percentage was lower than the national average in both 15% and 10% measures for 2014/15.
- ⇒ The gap between Staffordshire and national has improved in both measures for 2014/15 in comparison to the previous year.



### Pupil Referral Units Schools

- ⇒ Due to changes in the national data collection, 2012/13 PRU attendance data was not collected. Comparable LA/national data is only available from 2013/14 for the 15% measure and 2014/15 for the 10% measure.
- ⇒ The percentage of pupils in Pupil Referral Units classified as P.A. for the 15% measure was 58.3% in 2014/15, 20.3pp higher than the national PRU rate of 38.0%.
- ⇒ In 2014/15 78.6% of Staffordshire's PRUs' pupils were classed as P.A. for the 10% measure, 10pp higher than national.

# 2014/15 AUTUMN AND SPRING TERMS

## ATTENDANCE REPORT

### District Performance - Pupils Classed as Persistent Absentees

#### Primary and Secondary Combined

District	15% of sessions missed							10% of sessions missed						
	2010/11	2011/12	2012/13	2013/14	2014/15	2011-2015 change	2014-2015 change	2010/11	2011/12	2012/13	2013/14	2014/15	2011-2015 change	2014-2015 change
Cannock Chase	7.7%	4.5%	5.2%	5.1%	4.1%	-3.5pp	-1.0pp	19.3%	12.9%	15.9%	11.4%	11.5%	-7.9pp	0.1pp
East Staffs	6.3%	4.6%	4.1%	3.9%	3.7%	-2.6pp	-0.2pp	15.4%	12.6%	12.5%	9.5%	9.8%	-5.5pp	0.3pp
Lichfield	5.1%	3.3%	4.0%	3.4%	3.2%	-2.0pp	-0.2pp	14.0%	10.7%	12.6%	9.1%	9.6%	-4.4pp	0.4pp
Newcastle	5.4%	4.0%	4.3%	4.1%	3.7%	-1.7pp	-0.4pp	14.1%	11.8%	13.5%	10.6%	10.6%	-3.6pp	0.0pp
South Staffs	7.1%	4.2%	4.5%	4.2%	3.3%	-3.7pp	-0.9pp	16.3%	12.1%	13.5%	10.3%	10.9%	-5.4pp	0.7pp
Stafford	6.0%	3.7%	3.9%	3.9%	3.5%	-2.5pp	-0.5pp	14.9%	11.6%	13.0%	9.6%	9.6%	-5.2pp	0.0pp
Staffs Moorlands	6.2%	4.1%	4.0%	4.1%	3.5%	-2.6pp	-0.6pp	14.9%	11.8%	12.8%	10.2%	9.9%	-4.9pp	-0.2pp
Tamworth	8.0%	4.7%	3.7%	4.6%	4.0%	-4.0pp	-0.6pp	18.1%	13.5%	13.3%	11.0%	10.7%	-7.4pp	-0.2pp
<b>Staffordshire</b>	<b>6.5%</b>	<b>4.4%</b>	<b>4.4%</b>	<b>4.1%</b>	<b>3.6%</b>	<b>-2.9pp</b>	<b>-0.5pp</b>	<b>15.8%</b>	<b>12.1%</b>	<b>13.3%</b>	<b>10.2%</b>	<b>10.2%</b>	<b>-5.6pp</b>	<b>0.0pp</b>

⇒ The Cannock Chase district had the highest Persistent Absence rates percentages in the last three years in both measures. This district did see the highest improvement in the 10% measure and a notable improvement in the 15% measure.

⇒ Lichfield had the lowest percentage of pupils classed as persistent absentees in 2013/14 and 2014/15 for each of the 10% and 15% measures.

#### Primary

District	15% of sessions missed							10% of sessions missed						
	2010/11	2011/12	2012/13	2013/14	2014/15	2011-2015 change	2014-2015 change	2010/11	2011/12	2012/13	2013/14	2014/15	2011-2015 change	2014-2015 change
Cannock Chase	5.8%	3.5%	4.3%	3.3%	3.0%	-2.9pp	-0.4pp	16.8%	11.8%	15.2%	9.1%	9.4%	-7.4pp	0.3pp
East Staffs	4.8%	3.3%	2.9%	2.7%	2.7%	-2.1pp	0.0pp	13.4%	10.8%	10.8%	8.0%	8.4%	-5.1pp	0.4pp
Lichfield	4.0%	2.6%	3.6%	2.4%	2.4%	-1.7pp	-0.1pp	11.7%	9.1%	12.0%	7.7%	8.3%	-3.3pp	0.6pp
Newcastle	4.3%	2.8%	3.4%	2.6%	2.7%	-1.6pp	0.1pp	13.0%	9.6%	12.0%	8.2%	8.6%	-4.4pp	0.4pp
South Staffs	4.6%	2.4%	3.2%	3.2%	2.9%	-1.7pp	-0.3pp	12.5%	8.6%	11.3%	8.3%	8.0%	-4.5pp	-0.2pp
Stafford	4.0%	2.5%	3.2%	2.5%	2.3%	-1.7pp	-0.2pp	11.9%	8.9%	11.6%	7.5%	7.5%	-4.5pp	0.0pp
Staffs Moorlands	4.2%	2.5%	3.1%	2.8%	2.2%	-2.1pp	-0.6pp	12.3%	9.1%	11.2%	7.9%	7.1%	-5.3pp	-0.8pp
Tamworth	5.2%	3.2%	3.7%	3.0%	2.6%	-2.6pp	-0.4pp	15.2%	11.5%	13.3%	8.6%	8.8%	-6.4pp	0.2pp
<b>Staffordshire</b>	<b>4.6%</b>	<b>2.8%</b>	<b>3.0%</b>	<b>2.4%</b>	<b>2.3%</b>	<b>-2.3pp</b>	<b>-0.1pp</b>	<b>16.5%</b>	<b>13.5%</b>	<b>14.4%</b>	<b>10.7%</b>	<b>11.1%</b>	<b>-5.4pp</b>	<b>0.4pp</b>

⇒ Primary schools in the Cannock Chase district had the highest Persistent Absence percentages in each of the last five years in both 10% and 15% measures. This district experienced the highest improvement between 2010/11 and 2014/15.

⇒ Staffordshire Moorlands had the lowest Persistent Absence rates in 2014/15 for both measures, and has also seen the most improvement in comparison to the previous year for both measures.

# 2014/15 AUTUMN AND SPRING TERMS ATTENDANCE REPORT

## District Performance - Pupils Classed as Persistent Absentees continued

### Secondary

District	15% of sessions missed							10% of sessions missed						
	2010/11	2011/12	2012/13	2013/14	2014/15	2011-2015 change	2014-2015 change	2010/11	2011/12	2012/13	2013/14	2014/15	2011-2015 change	2014-2015 change
Cannock Chase	9.6%	6.9%	7.7%	7.8%	6.0%	-3.6pp	-1.9pp	22.0%	15.6%	18.1%	14.8%	14.8%	-7.2pp	0.0pp
East Staffs	8.6%	6.4%	6.1%	5.3%	4.9%	-3.6pp	-0.4pp	18.2%	15.2%	15.2%	11.4%	11.6%	-6.6pp	0.2pp
Lichfield	6.7%	4.5%	4.8%	5.0%	4.6%	-2.0pp	-0.4pp	17.2%	13.5%	13.7%	11.8%	11.8%	-5.4pp	0.0pp
Newcastle	6.6%	5.3%	5.6%	6.4%	5.3%	-1.3pp	-1.1pp	15.3%	14.3%	15.4%	14.1%	13.6%	-1.7pp	-0.5pp
South Staffs	9.1%	5.8%	5.9%	5.3%	3.8%	-5.4pp	-1.5pp	19.5%	15.1%	16.0%	12.5%	13.6%	-5.9pp	1.2pp
Stafford	8.1%	5.5%	5.3%	6.2%	5.3%	-2.8pp	-0.9pp	18.1%	15.5%	15.6%	13.0%	13.1%	-5.0pp	0.2pp
Staffs Moorlands	7.5%	5.5%	5.0%	5.3%	4.7%	-2.7pp	-0.6pp	16.6%	14.1%	14.8%	12.1%	12.5%	-4.1pp	0.3pp
Tamworth	11.9%	7.5%	-	6.9%	6.1%	-5.7pp	-0.7pp	22.2%	16.8%	-	14.4%	13.7%	-8.5pp	-0.7pp
<b>Staffordshire</b>	<b>8.3%</b>	<b>6.0%</b>	<b>5.9%</b>	<b>6.0%</b>	<b>5.0%</b>	<b>-3.3pp</b>	<b>-1.0pp</b>	<b>19.4%</b>	<b>16.4%</b>	<b>16.7%</b>	<b>13.2%</b>	<b>13.6%</b>	<b>-5.8pp</b>	<b>0.4pp</b>

Note: Tamworth Secondary schools all had Academy status in 2013/14 therefore the LA did not have access any secondary attendance data for this district.

- ⇒ The Tamworth and Cannock Chase districts had the highest percentage of Persistent Absentees for the 15% and 10% measures in 2014/15. Tamworth made the largest improvement over the last five years for the 15% measure, whilst Cannock Chase made the largest improvement in comparison to the previous year for the 15% measure.
- ⇒ Cannock Chase had the highest P.A. percentage for the new 10% measure in each of the last three years.
- ⇒ Tamworth had the highest percentage point improvements from 2010/11 to 2014/15 and in comparison to the previous year.

# 2014/15 AUTUMN AND SPRING TERMS

## ATTENDANCE REPORT

Vulnerable groups' data relates to Primary and Secondary combined. Special School Attendance data is collected on an annual basis and therefore not included in two terms data

### Pupils Classified as Persistent Absentees missing 15% of sessions - Vulnerable Groups

Group	2010/11	2011/12	2012/13	2013/14	2014/15	Trend 2012 - 2015*
<b>FSM</b>						
Staffordshire	15.0%	10.4%	10.4%	10.2%	9.6%	-0.8 pp ↓
National	N/A	10.6%	10.6%	9.3%	9.3%	-1.3 pp ↓
Difference	N/A	-0.2 pp	-0.2 pp	0.9 pp	0.3 pp	0.5 pp ↑
<b>Boys</b>						
Staffordshire	6.0%	3.9%	4.0%	3.9%	3.6%	-0.3 pp ↓
National	N/A	4.8%	4.8%	4.0%	3.9%	-0.9 pp ↓
Difference	N/A	-0.9 pp	-0.8 pp	-0.1 pp	-0.3 pp	0.6 pp ↑
<b>SEN (Statement &amp; EHCP)</b>						
Staffordshire	12.5%	9.4%	8.9%	9.5%	8.9%	-0.5 pp ↓
National	N/A	11.1%	10.7%	9.8%	9.7%	-1.4 pp ↓
Difference	N/A	-1.7 pp	-1.8 pp	-0.3 pp	-0.8 pp	0.9 pp ↑
<b>Gypsy/Roma</b>						
Staffordshire	52.8%	58.1%	54.3%	42.0%	44.3%	-13.8 pp ↓
National	N/A	32.8%	30.1%	25.6%	21.9%	-10.9 pp ↓
Difference	N/A	25.3 pp	24.2 pp	16.4 pp	22.4 pp	-2.9 pp ↓
<b>Traveller of Irish heritage</b>						
Staffordshire	55.6%	56.5%	29.6%	30.0%	17.9%	-38.6 pp ↓
National	N/A	43.8%	41.9%	39.4%	33.2%	-10.6 pp ↓
Difference	N/A	12.7 pp	-12.3 pp	-9.4 pp	-15.3 pp	-28.0 pp ↓

\*Trend column shows the difference between 2011/12 and 2014/15 as comparable national data not available for 2010/11  
Vulnerable groups' data does not include pupils on roll at PRUs

- ⇒ Persistent absence rates for pupils eligible for Free School Meal were in line with national for 2010/11 to 2012/13. In 2013/14 and 2014/15 P.A. percentages of FSM eligible pupils in Staffordshire were worse than the national average.
- ⇒ The persistent absence rates of Boys and Statement of SEN are slightly better than national averages. The gap has narrowed for each pupil group.
- ⇒ The Gypsy/Roma pupil group have seen an increase in the percentage of Persistent Absentees whilst national has seen a reduction – Staffordshire is now 22.4pp worse than national.
- ⇒ The Traveller of Irish Heritage pupil group have had a lower proportion of pupils classed as persistent absentees in the last three years, and has improved at a faster rate than national.
- ⇒ The attendance reporting of Looked after Children is currently under review and to be included in future reports when arrangements have been agreed.

# 2014/15 AUTUMN AND SPRING TERMS

## ATTENDANCE REPORT

Vulnerable groups' data relates to Primary and Secondary combined. Special School Attendance data is collected on an annual basis and therefore not included in two terms data

### Pupils Classified as Persistent Absentees missing 10% of sessions - Vulnerable Groups

Group	2010/11	2011/12	2012/13	2013/14	2014/15	Trend 2011 - 2015
<b>FSM</b>						
Staffordshire	30.9%	25.0%	26.6%	21.7%	23.0%	-7.9 pp ↓
National	Not published before 2014/15				21.6%	
Difference	-	-	-	-	1.4 pp	
<b>Boys</b>						
Staffordshire	14.8%	11.7%	13.0%	9.8%	10.3%	-4.5 pp ↓
National	Not published before 2014/15				11.1%	
Difference	-	-	-	-	-0.8 pp	
<b>SEN (Statement &amp; EHCP)</b>						
Staffordshire	24.7%	19.9%	20.5%	20.4%	19.4%	-5.3 pp ↓
National	Not published before 2014/15				20.6%	
Difference	-	-	-	-	-1.2 pp	
<b>Gypsy/Roma</b>						
Staffordshire	66.7%	77.0%	71.3%	66.0%	63.1%	-3.6 pp ↓
National	Not published before 2014/15				44.7%	
Difference	-	-	-	-	18.4 pp	
<b>Traveller of Irish heritage</b>						
Staffordshire	81.5%	60.9%	48.1%	45.0%	48.2%	-33.3 pp ↓
National	Not published before 2014/15				58.4%	
Difference	-	-	-	-	-10.2 pp	

Vulnerable groups' data does not include pupils on roll at PRUs

- ⇒ Staffordshire has a higher rate of Persistent Absentees (10% measure) than national for the FSM and Gypsy/Roma groups.
- ⇒ The persistent absence rates of Boys, Statement of SEN, and Traveller of Irish Heritage cohorts are below national averages.
- ⇒ The attendance reporting of Looked after Children is currently under review and to be included in future reports when arrangements have been agreed.

# 2014/15 AUTUMN AND SPRING TERMS

## ATTENDANCE REPORT

### Academy / Maintained comparison

#### Overall Attendance

Phase	Status	2013/14	2014/15	Change
Primary	Staffordshire Total	3.8%	3.9%	0.1 pp
	Academy	4.0%	4.1%	0.1 pp
	Maintained	3.8%	3.8%	0.0pp
	Difference	-0.2 pp	-0.3 pp	-0.1 pp
Secondary	Staffordshire Total	5.0%	5.0%	0.0pp
	Academy	5.0%	5.0%	0.0pp
	Maintained	4.9%	5.0%	0.1 pp
	Difference	-0.1 pp	0.0 pp	0.1 pp

- ⇒ Overall absence in maintained primary schools is slightly lower than academy primary schools. Maintained schools had an overall absence rate of 3.8%; this is 0.3pp lower than academy primary schools at 4.1%.
- ⇒ Both maintained and academy secondary schools had an absence rate of 5.0% in 2014/15.

#### Persistent Absentees

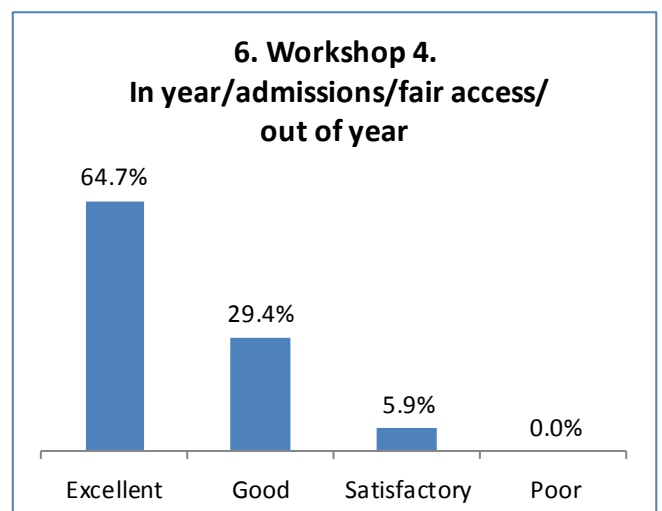
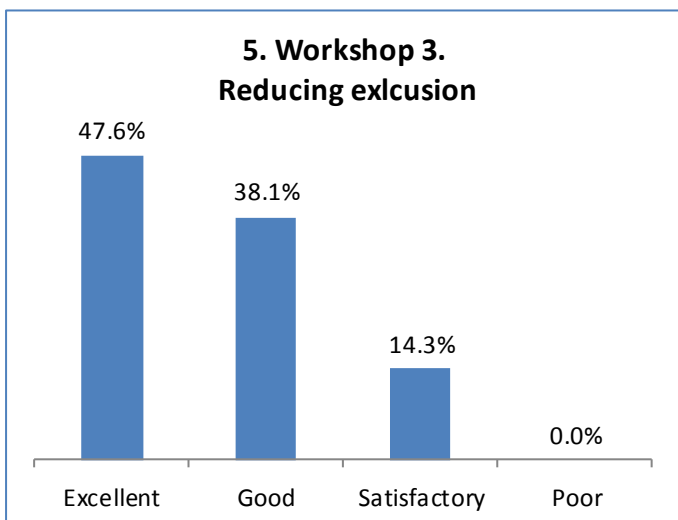
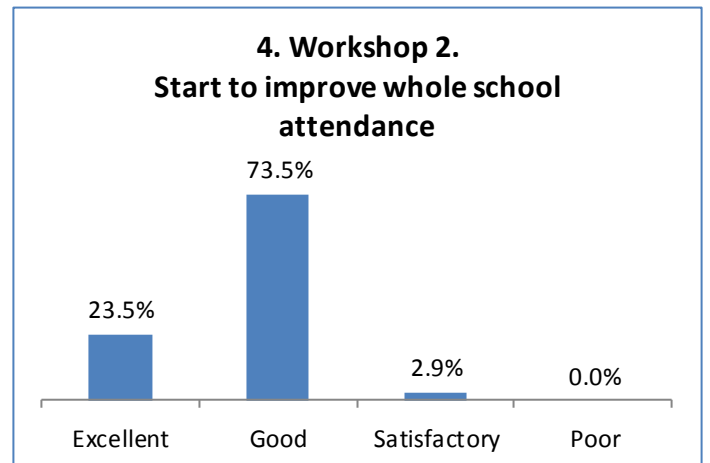
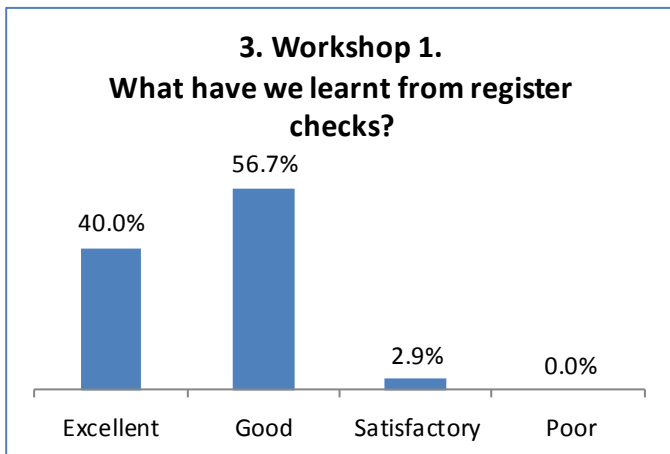
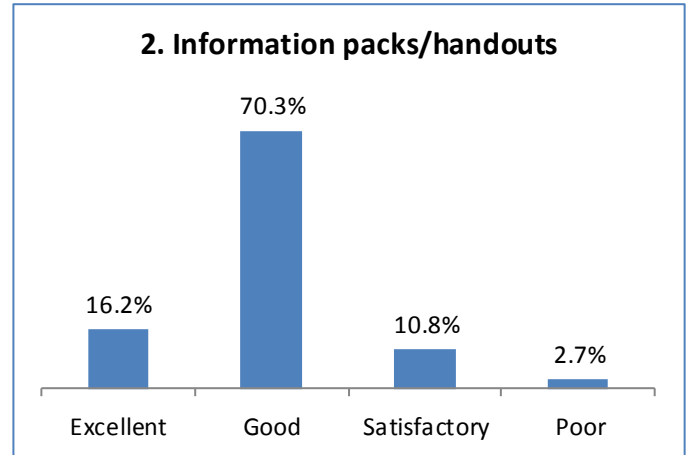
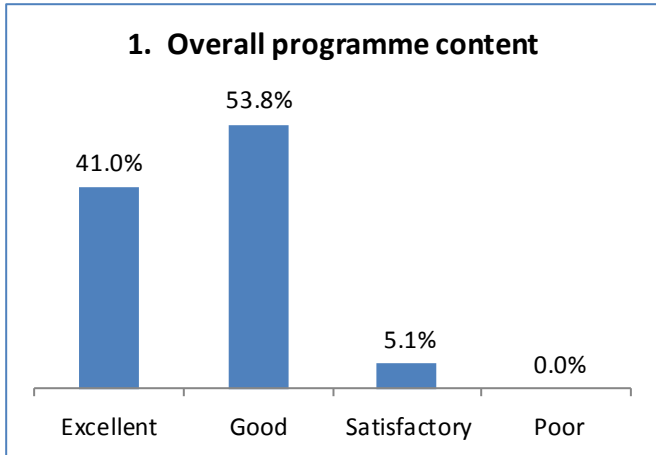
Phase	Status	15% P.A. Measure			10% P.A. Measure		
		2013/14	2014/15	Change	2013/14	2014/15	Change
Primary	Staffordshire Total	2.8%	2.6%	-0.2pp	6.0%	5.9%	-0.1 pp
	Academy	3.6%	3.2%	-0.4pp	7.1%	7.2%	0.1 pp
	Maintained	2.7%	2.5%	-0.2pp	5.9%	5.7%	-0.2pp
	Difference	-0.9 pp	-0.7 pp	0.2pp	-1.2 pp	-1.5 pp	-0.3pp
Secondary	Staffordshire Total	6.0%	5.0%	-1.0pp	9.6%	9.4%	-0.2pp
	Academy	6.3%	5.1%	-1.2pp	9.7%	9.0%	-0.7pp
	Maintained	5.8%	4.9%	-0.9pp	9.6%	9.7%	0.1 pp
	Difference	-0.5 pp	-0.2 pp	0.3pp	-0.1 pp	0.7 pp	0.8pp

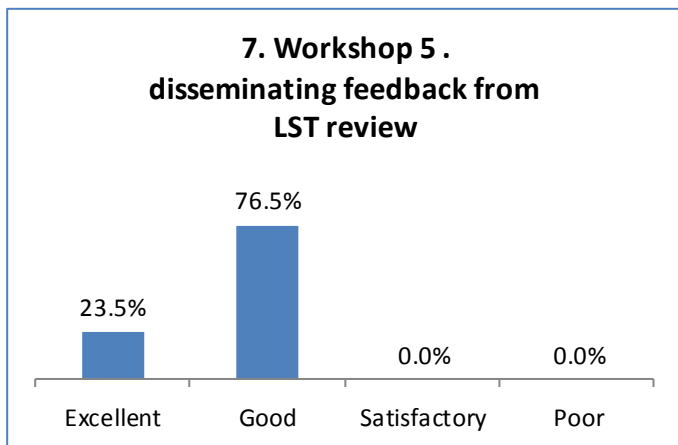
- ⇒ Primary academy schools had a persistent absence rate higher than those of maintained schools for the last two years for both the 15% and 10% measures.
- ⇒ Secondary academy schools had higher persistent absence percentages than maintained secondary schools in 2013/14 and 2014/15.
- ⇒ In 2014/15 maintained secondary schools had a persistent absence rate of 9.7% which was 0.7pp higher than academy secondary schools at 9.0%.





Attendance Conference – 4 December 2015





### Comments from the Attendance Conference held on the 4 December 2015

#### Are there any areas you would like to see at future Headteacher or Governor events?

Consistent approaches to all schools.

PNR procedures and progress.

More whole school strategies.

New headship, rent work and annual cycle of "what is needed and when".

Use of governors to challenge schools.

Case studies re good practice. There have been some excellent examples that could be collated and promoted.

More practical SIMS - based advice.

Workshop 2 particularly useful.

More discussion between attendees to share good practice and examples shared.

I would have liked to have attended all the workshops as the 3 I attended were excellent.

For governors - understanding data for achievement and attendance. Developing accountability in teachers for low level disruption and managing behaviour.

#### General Comments and Suggestions

It was good to be able to update all schools that attend EDC work for on the Entrust/LST approaches.

The attendance tracker is a really good tool for school.

Communication was mentioned all through all workshops - independent agencies like myself find communication difficult with Entrust/LST.

As a new head I am continually finding things out as I go along. Maybe some sort of a visit/course on everything a new head needs to know. A pack would be useful.

Rooms were cold.

Excellent morning - thank you.

I would have liked to have had the opportunity to attend all of the workshops.

Very useful thank you.

Really interesting sessions - helped my learning as I am new to the LA.

A more widely available 'agenda' at the start of the day (as part of a delegate pack).

A 'key contacts' or 'where to find' signposting sheet eg to SLN pages may be helpful?

It was 'interesting' as a LST co-ordinator to attend this conference, to hear a variety of news, network with school colleagues and get a different perspective of issues around the work we are all doing.

Rooms were very cold.

More time for each workshop - not much opportunity to ask questions.

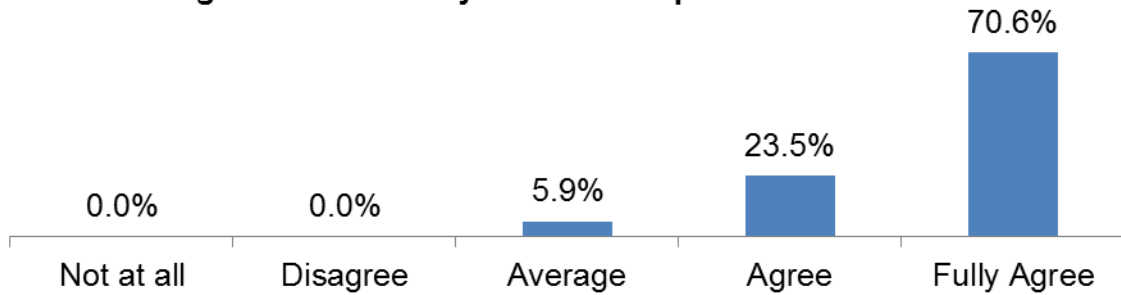
An opportunity to have access to all workshops.

Excellent.

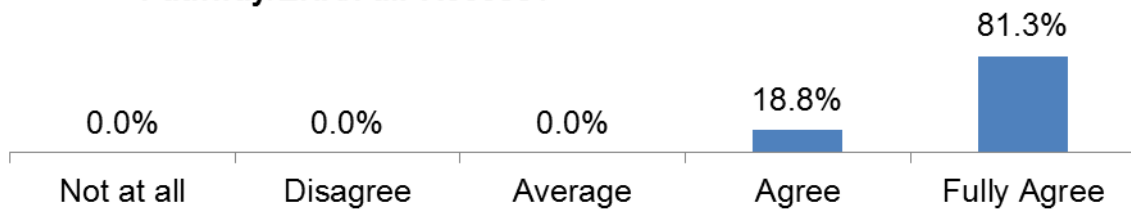
Would prefer longer times to get more out of it. Possibly the chance to attend all sessions.

**PRU Attendance Workshop Evaluations**

**1. Were the agreed aims met by the workshop?**

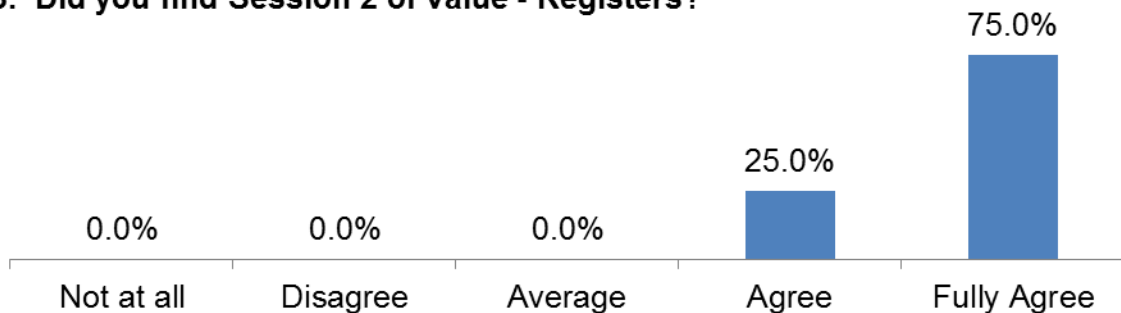


**2. Did you find Session 1 of value - Admission Pathway/EHA/Fair Access?**



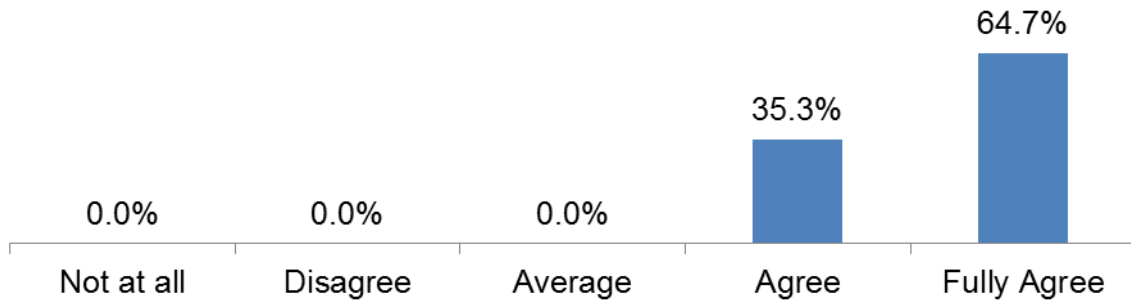
- Good to hear what others do.
- Lots of notes taken.
- Thought it was a good opportunity to share ideas and process.
- Gives a clear pathway to devise a 'common' referral policy and required documentation.
- Good opportunity to meet together and discuss openly.
- Added to my 'must do' list.
- Breaking down procedure.
- Open discussion, building of knowledge, shared best practice, statutory requirements, ideas forming/sharing.

**3. Did you find Session 2 of value - Registers?**



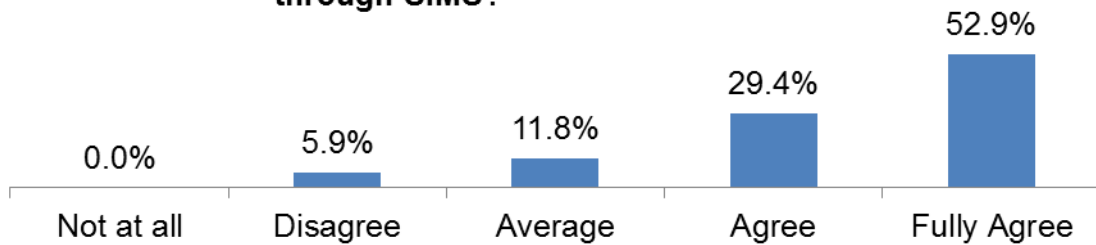
- Interesting about reg inspection new paperwork.
- Clarified use of codes.
- Good sharing of information with others.

**4. Did you find Session 3 of value - Link Agenda?**



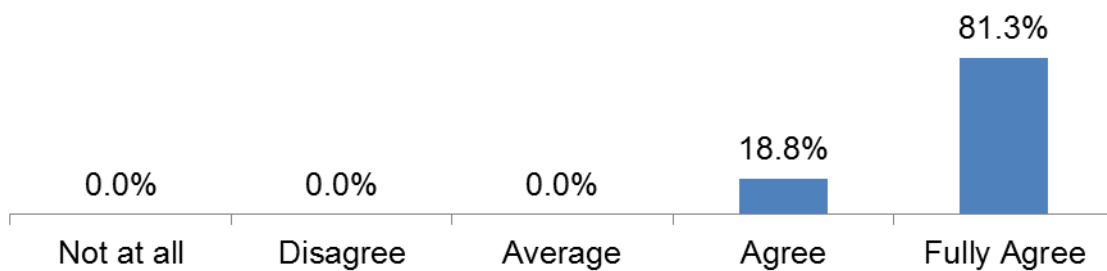
- This is already in place at CEDARS.
- Gave me ideas for future development.

**5. Did you find Session 4 of value - Recording of AE through SIMS?**



- Interesting to see what SIMS can do.
- SIMS not relevant to EWW.
- Too fast - we don't have the experience of SIMS yet.
- More appropriate to Admin.
- Increased K&U.

**6. Did you find Session 5 of value - Attendance Policy?**



- Will take some ideas to schools.
- Clarify our own policy.
- Deliberate provocation by Tamworth PRU staff.
- Sharing amongst the PRUs and model SCC Policy.

### **What would be the next steps in your own PRU/Service?**

- Update Attendance Policy - few tweaks
- SIMS
- To meet regularly with my PRU and link worker
- Need to access more SIMS training
- Need to continue the networking process to ensure effective referral process is implemented across all six PRUs.
- Closer working relationship during the pilot at CEDARS
- Develop and improve - links with associated documentation for EWW.
- Work through my 'to do' list - attendance policy and education at home safeguarding.
- To reinvigorate some of our processes in line with having a new headteacher.
- An overview of each district's attendance strategies and procedures to be looked at in meetings like this more often would help each district achieve national targets.
- Update attendance policy
- Fully using SIMS.
- Work with SEND closer and documentation.
- Improve my 2014/15 53% attendance up.
- It was great for all PRUs not just the H7 to work together. Clarity with EWOs.
- Review admission procedures including documents.
- Separate documents for non P&A pupils.
- Consider usage of EHA document.
- Review Attendance Policy to be more school specific.
- Include attendance action plans for ..... 90%.
- Analysis of reduced programmes.
- Improved induction/referral processes into PRU.
- Look at admission process.
- Adding comments to register when using C mark.
- Use of timetables and incorporating behaviour marks 1 to 5.
- Whole day was extremely beneficial and informative.



Local Members' Interest
N/A

### **Prosperous Staffordshire Select Committee – 4<sup>th</sup> March 2016**

#### **Report on Progress of a Strategy for Commemoration of Great War Centennial in Staffordshire**

##### **Recommendation/s**

1. The Prosperous Staffordshire Select Committee scrutinises progress against the Strategy of Commemoration of Great War Centennial in Staffordshire.
2. The Committee scrutinises and endorses the programme of work going forward to 2019.

##### **Report of Cllr Ben Adams, Cabinet Member for Learning and Skills**

#### **Summary**

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

3. To consider the work delivered against the Centennial Strategy since it was agreed by Informal Cabinet in 2013 and review the progress against the aims of the Strategy.
4. To consider the work planned for the period 2016 – 2019, comment on it, and endorse the programme going forward.

#### **Report**

##### **Background**

5. In 2012 the Archives and Heritage Service received £80,000 funding from Arts Council England to develop plans for Staffordshire to commemorate the Great War Centennial. A steering group was formed to manage the project comprising representatives across teams in Culture and Physical Activity and the Rural County. Staffordshire was one of the first local authorities to attract significant funding for the Centennial.
6. One of the outcomes from this funding was the development of a Strategy for the Commemoration of the Great War in Staffordshire (Appendix A) which was approved by Informal Cabinet in 2013.
7. The Strategy set the direction and identified key areas of work to develop a strong programme of Commemoration which would reach many communities within Staffordshire and beyond.
8. Since then a series of projects, events, websites, and activities have been delivered across the county in partnership with a range of organisations. Almost £500,000 funding

for World War One projects has been awarded to Staffordshire from the Heritage Lottery Fund (source: HLF West Midlands). Other sources of external funding have also supported a number of activities and events with some delivered by the County Council and many more delivered by local communities themselves.

9. This report highlights the work delivered in the first two years of the Centennial and looks forward to the remaining three years of work.

### **Work delivered 2013 – 2015**

10. From 2013 - 2015 over sixty projects, events, exhibitions and activities have been delivered in Staffordshire. Of these events twenty were delivered directly by the County Council and the remainder by other organisations; often with support from the Council.
11. The projects have been very varied and included:
  - a. Dig to reveal the terrain model of Messines on Cannock Chase in 2013.
  - b. Numerous projects and events using the Chase and its previous role as the training camps in WW1 including, more opening of the hut, play performed, bid to record and interpret the camps on the chase.
  - c. Staffordshire Appeals which began in 2014; a project to digitise and index Military Appeal Tribunal Records held by the Archive Service.
  - d. A major exhibition of paintings and drawings by Midlands based artist Robert Perry, commissioned by SCC and exhibited last September. Now on tour around Staffordshire museums.
  - e. A Digital War Memorial Project led by the Library & Arts Service working with two schools and forming part of a national project.
  - f. Christmas Truce events and reveal of letter by Archive Service.
  - g. Resonance; a project led by Museum Service with Staffordshire Museum Consortium funded by Arts Council. This has involved working with Stephen Dixon, a Ceramics artist, and film maker Johnny Magee who produced an exhibition based on museum collections in Staffordshire. Currently at Gladstone Pottery Museum, Longton.
  - h. Tom Wyre, Staffs Poet Laureate commissioned to write poetry – 14, now a film.
12. The projects have been delivered mainly through external funding or use of existing resources within the County Council. The period 2013-2014 was undoubtedly the busiest for the volume of events and projects starting. A great many local groups enthusiastically arranged their own projects, some with funding and some without:
  - a. Tracks to Trenches Apedale Valley Light Railway event
  - b. Eccleshall History Society research into war memorials
  - c. Berkswich Local History Society walk and exhibition



- d. Kings Bromley exhibition
  - e. Staffordshire Regiment Museum's new WW1 trench
  - f. Ingestre & Tixall HLF project and Field Hospital
  - g. Bid for funding by Haywood Society for Tolkien project
  - h. Numerous books, guides and web resources published and shared.
13. A Great War Project Officer post was funded by Arts Council England (ACE) in 2013 to help the Council prepare and research its own commemoration programme. This post also helped to field the number of enquiries for advice and support which came in from community groups and other organisations. The ACE funding was also used to establish a Great War website which has acted as the focus for news about events, projects, funding, and resources connected to the Commemoration. The branding for Staffordshire Great War Commemoration is available to download and use freely to promote events by local groups and organisations. The audience research carried out has been used to inform the projects that have been developed and helped secure additional grant funding.
14. Funding to retain the Project Officer post, albeit on a smaller scale, was secured internally by reorganising existing budgets. The Project Officer works one day per week with key tasks being:
- a. Maintaining the Staffordshire Great War website and social media to promote events and share news from projects.
  - b. Organising two partner conferences per year to highlight funding available for local organisations and showcase successful projects.
  - c. Offer support and advice to groups and individuals wanting to develop a new project.
  - d. Organising the Council's Great War Steering Group meetings.
  - e. Seeking out funding and further opportunities for new Great War projects.
15. The post has been invaluable in helping to ensure the projects are promoted and to raise awareness of other opportunities available for Great War projects.

### **Costs and funding**

16. Five of the projects delivered by the County Council (SCC) were externally funded, with a total of £192,600 being secured. The largest amount was from ACE in 2012-2013 for £80,000 and this undoubtedly helped to lay the foundations of the programme.
17. The remaining programme of events delivered by (SCC) was done so within existing resources. This has been achieved by using the Great War theme for existing events. For example annual exhibitions at the Shire Hall Gallery in September and themed events for Local and Community History month organised by the Library and Arts Service.

## Reach and impact

18. The Great War Commemoration has reached almost every community within Staffordshire and Stoke on Trent. The majority of these events have been developed and delivered by the local community and been successful in highlighting the home front during the Great War. Some have sought external funding whilst others have used their own resources.
19. The County Council's role has been to support advise, and enable these groups. The role of the conferences delivered by the SCC has been important to encourage people/ organisations to develop their ideas, network with other people and talk to funders. They and other events have been well supported. Below are some example visitor figures from County Council organised events where they are available:

### Physical visitor numbers

Date	Event	Attendance
April 2013	Staffordshire Great War Conference held at Kingston Centre	76
December 2014 – October 2015	Digital War Memorial tour of 11 libraries	125, 413
April 2015 – January 2016	Resonance touring exhibition (7 out of 8 venues) 50 young people have taken part in workshops accompanying the exhibition.	50,000
September 2014	Local and Community History Month (171 events)	10,011
September 2015	Local and Community History Month (98 events)	7,098
Oct 2014, Feb 2015, Oct 2015	Community Conferences at County Buildings	96
September 2014	How Staffordshire Went to War: Study Day held at Staffordshire Record Office	26

### Online and social media

20. The Staffordshire Great War website has been a focus for news and updates about events and projects in the county and city. Many communities have used the site to promote their projects and appeal for support. The website is supported by a twitter and Facebook account. The twitter account has grown the fastest out of social media with a strong following. Some examples of the use are shown below:

Format	Visitors/Followers
Website: <a href="http://www.staffordshiregreatwar.com">www.staffordshiregreatwar.com</a>	43,335 since launch in April 2014 12,218 April 2015 – January 2016 160 registered users

Twitter: staffsgreatwar@staffsgreatwar	1,181 followers 917 tweets
Facebook: Staffs Great War	215 likes
Christmas Truce letter launch December 2014: Twitter Facebook	7,884 impressions; 162 Engagement 1,519 reach; 112 likes/shares

## Future work

21. Future work includes several more events to be delivered by communities and SCC. A key event for this summer will be the screening of the Somme 100 film at the Shire Hall Gallery. The 74 minute film is being made available by the Imperial War Museum to commemorate one hundred years since the Battle of the Somme commenced. The film was originally shown in 1916 and over half the UK adult population saw it at the time.
22. The Rural County, in partnership with Historic England, has submitted a bid for £100,000 to Heritage Lottery Fund for 'Chase Through Time'. This project will carry out Lidar scanning of Cannock Chase, supplemented with documentary research. An exhibition and online content will be delivered revealing more about the Chase and its unique role during the Great War.
23. In autumn 2016 Archives and Heritage are planning to bid to the Heritage Lottery Fund's 'Our Heritage' Fund for a project based around the Archive Service collections relating to the county's asylums, and the County Museum's collections from St. Edward's Hospital, Cheddleton and other medical objects. This project will look at the impact of war on the mental health of combatants and how treatment developed in the post-war period. It will also aim to raise awareness of mental health issues, then and now.
24. The Great War Project Officer post will continue to support local groups in seeking funding and ensure that the Council itself can make use of opportunities such as screening the Somme film. The Council is registered with the Imperial War Museum partnership and able to monitor upcoming events.
25. The next Great War conference is on 5 March at the National Memorial Arboretum. This key venue for the county has obviously played a significant role in the commemorations. The new Learning and Remembrance Centre currently being constructed will offer more opportunities for residents and communities in Staffordshire to commemorate the Great War and other conflicts.

## Conclusion

26. The Great War Strategy has given direction for the County Council's programme of events to commemorate the centennial. The focus on Cannock Chase, the home front, artistic interpretation and the military legacy has been successful in attracting funding to support the delivery of well attended events.
27. In all parts of the county a local group or community has marked the centennial. Many have been successful in attracting funding. The community capacity to deliver more events is strong and they welcome support from SCC in advising on and promotion of their projects.

28. The message from HLF is that they wish to support more projects from their dedicated World War One fund. Therefore our aim is to submit further bids to support projects focusing on the later stages of the war and the legacy of the war.

**Link to Strategic Plan** – *Enjoying Life: Manage and deliver a programme of events within community settings which commemorate the Centennial of WW1*

**Contact Officer**

**Name and Job Title:** Janene Cox, Commissioner for Culture and Physical Activity

**Telephone No.:** 01785 278368

**Address/e-mail:** janene.cox@staffordshire.gov.uk

**Appendices/Background papers**

Appendix A - Staffordshire Great War Centennial: A Strategy for Commemoration 2014 – 2019

Appendix B – Staffordshire Great War Commemorative Activities Timeline



## **TOURISM AND THE CULTURAL COUNTY & THE RURAL COUNTY**

### **Staffordshire Great War Centennial**

#### **A Strategy for Commemoration 2014 – 2019**

##### **1. Background**

The commemoration of the Great War Centennial 2014 – 2019 will be a significant event nationally, regionally, and locally. The Government has already announced its commitment to mark this key anniversary supported by funding from several sources which will assist organisations to develop and deliver their own programmes.

Staffordshire has the potential to be a national focus for the commemoration of the Great War Centennial. The principal assets within the County include:

- The National Memorial Arboretum which is a national and international centre for commemoration
- Cannock Chase hosts both Allied and German war cemeteries
- Great War Camps on Cannock Chase trained over 500,000 men for the trenches from across the United Kingdom and abroad – they survive as some of the most complete Great War archaeological sites in the country.
- Staffordshire Regiment Museum details the history of Staffordshire's regiments and the crucial role they played throughout the conflict, including a series of 'practice trenches'.

As well as these core elements, there are a number of other projects being developed by Staffordshire's museums and cultural organisations.

Therefore, there is a need for a coherent and planned approach to research, marketing, digital activity and external funding to enable the development of the Great War Centennial offer in Staffordshire.

We aspire to develop a high quality offer, providing excellent experiences for our visitors, national and international, young and old.

The County Council has a key role to play in both leading commemorations and also supporting other organisations to deliver their own projects and events.

This strategy outlines

- the outcomes for Staffordshire

- the key themes and work streams for Staffordshire's Great War Centennial
- how they will be delivered
- the lasting legacy of a Staffordshire Great War Trail
- the funding required and how this will be accessed

## **2. Ownership of the Strategy**

Work began in summer 2012 to develop plans for the County Council's role in the commemorations and a working group was established with representatives from Tourism and Cultural County and Rural County to ensure a joined up approach.

This group organised and delivered a conference in October inviting key stakeholders and partners to engage with the development of a county-wide programme.

In October the Archive & Heritage Service, as part of the Staffordshire Museum Consortium, secured £80,000 funding from the Arts Council to scope plans further: to assess audience needs, audit plans, carry out historical research and develop a Great War Trail brand and marketing strategy.

## **3. Outcomes for Staffordshire**

The development of Staffordshire's offer for the Great War Centennial is a key element of Outcome 7 of Staffordshire County Council's Strategic Plan 2012-2017: 'Staffordshire's communities can access, enjoy and benefit from a range of learning, recreational and cultural activities.' Planned activities are linked to the Outcome Plan for 2013 – 2014. The anticipated outcomes are:

- A cohesive offer across the County allowing all communities to participate in the Centennial
- Increased visitors to the County and increased economic spend through the development of a strong Marketing Strategy
- New and enhanced interpretation of Staffordshire's role during the Great War
- A vibrant offer to encourage schools and young people to discover more about Staffordshire and the Great War
- A Staffordshire Great War trail offering both physical and virtual access
- A Great War portal to present digitised collections of archives and cultural objects; a gateway listing events and projects relating to the Great War; and an interactive platform to allow communities and individuals to upload their stories about the Great War.

## **4. Key themes and work streams**

In October 2012 Staffordshire Archives and Heritage was awarded £80,000 by the Arts Council England to develop its plans for commemoration of the Great War Centennial in Staffordshire. The County Council was one of just a few

local authorities to receive funding for the Centennial and it reflected the recognition of Staffordshire's unique offer.

The intention of this project was to scope existing plans for the commemoration of the Great War in Staffordshire, improve the research base, and explore further innovative ways in which the Staffordshire Great War Trail (SGWT) can be developed. A conference in October 2012 was held to invite potential partners and test their appetite for working together to deliver a Centennial programme. It was attended by over 60 delegates indicating there was a keen interest in developing a Centennial programme. The outcomes of this project are detailed under the SGWT theme.

#### **4.1 Key Themes**

Staffordshire County Council has identified five themes and educational support which will drive our work on the Great War Centennial Project:

- The Military Legacy: Cannock Chase and the Great War Camps
- Literature and Artistic Interpretation
- Memory and the Home Front
- The Staffordshire Great War Trail
- The Marquis Drive Visitor Centre Project
- A recommendation that the Education Advisory Service develops resources to support the key themes

#### **4.2 The Military Legacy**

Staffordshire County Council has entered into a stewardship agreement with Natural England (NE) to manage Cannock Chase. The Chase is recognised for its biodiversity and landscape importance in its Special Area of Conservation (SAC) and SSSI status, and its designation as an Area of Outstanding Natural Beauty (AONB). However, the Chase also contains a wealth of historical and archaeological sites and its relatively untouched nature has meant that these remains survive in good condition. Principal among these heritage assets are the remains of two divisional-sized Great War camps and their associated training landscape which trained over half a million men between 1915 and 1918.

Within this vast landscape two work streams have been identified:

##### **Whitehouse**

The County Council, as part of the NE agreement, has capital works money to remove scrub, and interpret the exposed earthworks and concrete bases of Rugeley Camp close to the Whitehouse Car Park. This will include:

- Scrub clearance and continued maintenance of earthworks.
- Maintenance of paths and car park at Whitehouse.
- Development of interpretation of the visible camp earthworks in the Whitehouse area.

Funding Required: TBC. Source Natural England, SCC

### **Messines Terrain Model**

NE funding has also allowed for proposals to be drawn up to excavate, record and rebury the Messines Terrain Model located close to Coppice Hill Car Park, Cannock Chase. This is a rare survivor of a fully scaled terrain model, designed by allied engineers and built by German Prisoners of War. The model commemorated the Battle of Messines Ridge (1917) in which the New Zealand Rifle brigade (billeted at Brocton Camp) played a successful role. This will include:

- Excavation of the Messines Terrain Model with the help of local volunteers.
- Digital and photographic recording of the terrain model.
- Reburial of the model to incorporate root proof barriers to secure its long term survival.
- Interpretation, including the preparation of a physical model and/or a fully rendered digital model which will be displayed at the Marquis Drive Visitor Centre. The potential for 'desolated' examples of the digital model to be incorporated onto the Staffordshire Great War website will be explored when the digital model is being produced.
- Continued management to encourage the growth of heathland species over the model (and prevent the regrowth of trees and invasive scrub).

Funding Required: c.£60,000. Source: Natural England, SCC

### **4.3 Literature and Poetry**

One of the key themes for the Centennial will be literature and poetry linking the Great War Poets to reading and literacy today. The Library and Arts Service will lead a series of events and initiatives around this theme to engage people of all ages in both historical and contemporary literature. This will include:

#### **Literature**

- Promoting works and authors popular during the 1914-1919 period through stock displays e.g. Arthur Conan Doyle, DH Lawrence, PG Wodehouse.
- A series of talks at libraries across the county focused on the Great War – the cost will be underwritten though the Reader Development Fund but the events will be self-financing where possible.
- Promote works by local writers who were either active during the period or referred to the Great War.

#### **Poetry**

- A celebration of war poetry – from both the Great War; Second World War and a contemporary focus in 2015
- Stock displays to promote poetry from the two main twentieth century conflicts as well as contemporary poetry on war



- A programme of talks across Staffordshire or potentially the West Midlands if funding is available from Poetry on Loan
- Work around the theme of poetry and creative writing using the Staffordshire Poet Laureate and Young Poet Laureate.

Funding required: Within existing resources. Source: Libraries & Arts Reader Development fund

#### **4.4 Memory and the Home front**

The focus of this theme is for the Archive and Heritage Service to work with local communities across Staffordshire to unlock and share the hidden story of Staffordshire and the Great War.

The military side of the war has been explored extensively by historians and sources are available online to help people access material more easily. Local access is available to some sources through Ancestry.com available in Staffordshire Libraries and Archive Service offices.

The home front has not been explored to the same depth and for Staffordshire it is this aspect which has the potential to make the Centennial a key way of raising awareness of Staffordshire's role.

This theme will be led by the Archive and Heritage Service and will focus on unlocking local sources and delivering access online via an interactive website. The key activities will include:

- **Great War Remembrance Gallery**  
An interactive website which has images of soldiers (and other individuals) from local newspapers to enable people to locate information about their family or community during the Great War. The website will also allow people to upload their images so that it can grow as a potentially national resource and will be part of the Great War portal. Work on this has started with the 2012-13 Arts Council Strategic Support funding.
- **Great War Name Index**  
A searchable name index of records held by the Archive Service carried out by volunteers focusing on the rare survival of the Military Tribunal Records. We will also include additional indexes based on archives identified in the Arts Council funded Great War Trail project.
- **Support for Community Groups**  
Develop guides and models for research to support local groups and societies in researching the history of their area during the Great War. This would include information and guidance on the key sources available and links to genealogical research in tracing people listed on war memorials.

- **Exhibitions**

For the 2014 season, the County Museum will host a 'Staffordshire at Home in 1914' exhibition, looking at everyday life in the county at the outbreak of war.

The next focus would be 2016 as a mid-point to the Centennial and would be a three site exhibition including the Shire Hall Gallery, County Museum and Staffordshire Record Office. It would require grant funding to research and deliver it successfully.

- **Partnerships with local universities**

The Archive & Heritage Service has a long track record of supporting placements of students from the local universities (Keele University, Staffordshire University and University College Worcester). It has used these placements to support bigger projects in the past such as one on evacuees during World War Two in Staffordshire. During the Centennial student placements would research local archive holdings focusing on the 1914 – 1919 period. We will also look at developing a project to research some Staffordshire names on War Memorials at the National Memorial Arboretum and the war cemeteries on Cannock Chase. Archives and Heritage will support Keele University's bid to AHRC to become one of the national university centres being set up to co-ordinate commemoration of the Great War.

- **Partnership with Libraries and Arts**

Working with Libraries across the county as a venue to host events, voluntary work, reminiscence sessions and inter-generational sessions.

Funding required: £40,000 - £50,000. Source: Heritage Lottery Fund

#### **4.5 Artistic Interpretation**

Artistic interpretation of the Staffordshire and the Great War offers potential for new and exciting ways of discovering more about the War and the experience of people in Staffordshire. This theme will be led by the Libraries and Arts Service.

A key piece of work will be working in partnership with Wigan Leisure and Culture Trust Community Wellbeing Arts and Cannock Chase District Council to deliver a theatrical performance on Cannock Chase. This will be based on the historical events of the Great War and the camps on the Chase. This will require funding to deliver and we will work with and support the District Council to apply for a large scale Grant for Arts from the Arts Council. It will offer opportunities for different audiences to be part of the Centennial but from an alternative perspective.

Funding required: c.£100,000. Source: Grant for Arts from Arts Council

The Shire Hall Gallery will deliver an exhibitions programme picking up on a variety of themes around the Great War:

- **Autumn 2014**  
WW1 Centennial Commemorations Launch - Shire Hall Gallery Robert Perry - Contemporary Paintings & Drawings of WW1 Battlefields. (Somme, Verdun & Flanders). Exhibition to include new commission of 4 A1 works suitable for touring. There will be a series of activities and talks at the Shire Hall Gallery to launch Staffordshire's Centennial Commemorations.
  - **Sep/Oct 2015**  
The Gallery will be a possible venue for Paintings by Victor Tardieu - Countess of Sutherland's Field Hospital. There are ten paintings, all about A3 size in their frames, together with graphic panels and potentially one or two showcases of supporting material.  
<http://www.millicentsutherlandambulance.com/>
  - **Sep/Oct 2016**  
A three site exhibition at Shire Hall Gallery; County Museum, and Staffordshire Record Office as mentioned under Memory strand.
  - **Sep/Oct 2017**  
Identify opportunities for partnership exhibitions/showcases.
  - **Sep/Oct 2018**  
A contemporary exhibition - Potentially linked to the theme of remembrance or reflection
- Funding required: £20,000 Source: A mix of grant funding and existing resources

#### 4.6 Great War Trail

Using the successful Mercian Trail model (developed around the Staffordshire Hoard), a Staffordshire Great War offer will be a boost to the visitor economy in Staffordshire. The Arts Council funded project has delivered the following activities:

- Project officer has audited plans developed so far and followed up on links from the Centennial Conference delivered in October by the Centennial Working group.
- A second Centennial Conference was delivered at the end of April (with over 80 attendees) to share the results of the Arts Council funded scoping project.
- HCL Marketing Communications has developed a brand, Marketing Strategy and a website for 'The Great War Staffordshire'
- The same consultant produced an audience needs survey to test the market for the planned programme of events.
- The results of the survey have shown that there is an interest in commemorating the Great War and in particular how the war affected Staffordshire.

- A report has been produced by the Project Officer as a key document to help inform the bids for funding to support the activities identified under the key themes.
- These reports are provided as an appendix to this Strategy.

The 'The Great War Staffordshire' concept will provide:

- A way of linking the key sites across the county and will connect to the Mercian Trail to strengthen the visitor offer in Staffordshire.
- A website highlighting the key remains on Cannock Chase whilst protecting the environment.
- A Great War Portal website to host digitised resources and indexes from collections, promote local events, a Trail for visitors to follow, a blog and news updates, social media, education resources, resources for key partners to use.
- Coordination of events across the County.

Funding required: £20 -£60k for project coordination over 2-3 years –  
Source: Arts Council or HLF

#### **4.7 The Marquis Drive Project**

It is anticipated that the Marquis Drive Visitor Centre on Cannock Chase will be a focus of the County's Great War interpretation and education efforts for the duration of commemorations and beyond. Several options are currently being explored regarding the use of the Visitor Centre and its immediate area, including:

- The interpretation area of the Visitor Centre to be updated to consider recent work on Cannock Chase regarding the Great War camps and the surrounding training landscape.
- A project bid to be developed to fund an extension and/or redevelopment of the existing Visitor Centre. Discussions are underway with potential partners and SCC has set aside funding to conduct a feasibility study during 2013.
- An examination and possible reordering of the entire Marquis Drive site, including car parking, ranger services, and visitor centre, centring on a new build facility.

Customer insight is currently being collated and a proposed visitor perception survey is to be introduced over the summer to question existing and non service users, site staff and stakeholders about the services and facilities they would like to see at Marquis Drive.

Funding Required and Source: to be confirmed on completion of feasibility study.

#### **4.8 Educational resources**

There is a recommendation that the Education Advisory Service (through Entrust) should develop plans and packages to support schools in engaging with the Centennial over the five year period. This will include:

- Focused, and potentially cross-curricular, lesson plans and ideas for engaging pupils with the contribution of the people and places within the historic County of Staffordshire to the nature, impact and continuing legacy of the conflict.
- Support for schools and pupils visits through international links to visit the Staffordshire Regimental Museum and Cannock Chase as well as the 'Western Front' battlefield sites.
- Development of themed written and e-materials that would be available for schools and pupils throughout the period of the commemorations that support local activities as well as promoting poetry, literacy and numeracy.

## **5. Supporting communities and partners**

The County Council will also support local communities and partners to deliver their own programmes and assist them in accessing funding. There are a number of new funding streams available from the Heritage Lottery Fund:

- Sharing Heritage with grants between £3,000 and £10,000 available to groups who want to discover their local heritage.
- First World War Fund launching in May will provide grants of £3,000 - £10,000 to local community projects that involve young people aged between 11 to 25.

Our support will range from advice and support for bids for funding through to brokering partnerships where there are common goals.

At the Centennial Conference in April 2013 the research from the Arts Council funded scoping project was presented and then disseminated to support partners and groups.

It is intended that local organisation addresses, project details, timelines and other information will form the basis of an SCC web page which local groups can access.

## **6. Outline Communications Approach**

### **6.1 Research**

As part of the development of the Staffordshire Great War Trail a marketing consultant (HCL) was appointed to review potential audiences for the Staffordshire Great War Centennial and to inform on the development of a branding strategy and website design. This work was completed through the Arts Council funded project.

The results of the HCL marketing survey will be used by the Staffordshire County Council Communications Team, working with our internal Insight Team. This work will identify potential target audiences for the Great War Centennial Commemoration in Staffordshire and develop strategies on how best to communicate most effectively with these audiences.

## **6.2 Objectives**

Our objectives for the Great War Centennial are as follows:

Increase awareness of the Great War Centennial Commemorations in Staffordshire across a range of audiences (local, regional, national, international).

Increase the number of visitors to the county and also direct those visitors to appropriate events and venues during the commemoration period.

Increase the awareness of the Great War and Staffordshire's role during the conflict among children and young people in the county.

## **6.3 Strategy**

The Staffordshire County Council Communications Team will develop a communications strategy and project specific briefs for the Great War Centennial Commemorations in the county. This work will be developed in conjunction with key stakeholders, project partners and the internal Project Steering Group.

The project will be marketed to local, regional, national and international audiences for the duration of the centennial and we intend to use a range of marketing channels to achieve this. These channels will include the Staffordshire Great War website, social media, documentary filming, online marketing, the printed media and PR.

We will continue to work closely with key partner organisations and a range of media partners to maximise the marketing opportunities afforded by the Centennial. This will include joint publications/events/exhibitions, road shows/lectures, articles, partner newsletters etc. We will also maintain close relations with local organisations through the Staffordshire Great War website to utilise their network of local contacts throughout the Centennial period.

While the five year Centennial commemoration represents an overarching strategic requirement we will use specific Staffordshire-related events and activities as key promotional/marketing opportunities. This will involve marketing to ensure popular and continuing awareness of the centennial while focusing specific attention on key events within the county.

Press releases, quotes from cabinet members and other material for internal and external consumption will be circulated in draft to the members of the SCC Great War Centennial Project Board. The members of the board will

consult other specialists where it is considered that releases may affect their areas of work.

A Campaign Plan will be developed by the Communications Team which identifies specific activities and timescales as well as the general approach to the communications strategy throughout the 5 year commemoration period. To ensure consistency this Plan will be linked to the previously developed Staffordshire Great War Timeline.

A marketing budget should be identified and the Communications Team will work with the SCC Great War Steering Group to source this. There is also the potential for sponsorship arrangements with external/private organisations. The Communications Team will discuss this further with the SCC Great War Steering Group in the near future.

#### **6.4 Implementation**

It is recognised that many PR opportunities (particularly at the national level) require a considerable lead-in time. As such early contact with media agencies is preferable. The Communications Team are currently preparing a Media Brief for the Messines Terrain Model excavation to include reference to the international importance of the model and the global nature of the conflict.

We will look to market other Great War related events and activities on the Staffordshire Great War website and on partner media as and when they arise. Other significant projects to be marketed include (not exclusively) the Great War Trail, Memory and the Home Front and the exhibitions associated with the literature, poetry and artistic interpretation.

#### **6.5 Evaluation**

The Communications Team will monitor local, regional and national coverage of the Staffordshire Great War Centennial Commemorations as well as hits and visitors to the Great War website. The results of this evaluation will be reported to the Great War Steering Group on a quarterly basis for review.

### **7. Project Methodology**

Specific methodologies will be prepared on a project-by-project basis. Therefore this section focuses on the broader management and quality assurance of the Great War Commemoration Project as a whole.

#### **7.1 Project Board**

A Project Board has been set up to steer the SCC Great War Commemoration through the process. This board meets at three monthly intervals and comprises:

Chair: Janene Cox/Ian Wykes (Commissioners)

Specialists: Matthew Blake (Participation and Engagement Officer)  
Chris Copp (Senior Museums Officer)  
Steve Day (Entrust: Senior History Advisor)  
Stephen Dean (Principal Archaeologist)  
Hilary Foxley (Rural Development Officer)  
Alan Medway (Library Services Development Manager: learning  
& Resources)  
Joanna Terry (Head of Archives and Heritage)  
Graeme Whitehead (Tourism and Marketing Team Leader)

Member Sponsor: Mike Lawrence, Cabinet Member for Communities,  
Culture and Localism

Other specialists or relevant individuals may attend Project Board meetings to report back on project elements or be co-opted onto the Board for periods of time.

## **7.2 Monitoring and Quality Assurance**

The Project Board will oversee the commissioning and execution of specific Great War projects with specialists reporting on progress at each three-monthly meeting.

Board minutes will be maintained and stored in the SCC TRIM document management system. A project code for Great War Commemoration documents within TRIM: EC4626.

## **8. Next steps**

This Strategy forms the overarching programme for the County Council. To deliver the programme requires a series of coordinated bids for funding to key funders such as Heritage Lottery and Arts Council England. Political sign off and support for the Strategy is also required.

**Report authors: Janene Cox – Commissioner – Tourism and the  
Cultural County  
Ian Wykes – Commissioner – Rural County**

**Version 6**

**23 May 2013**



APPENDIX B

STAFFORDSHIRE GREAT WAR COMMEMORATIVE ACTIVITIES TIMELINE 2015-2019

DATE	DESCRIPTION	WHERE	LEAD ORGANISATION	FUNDING SOURCE (where known)
04.2013	Launch of Staffordshire Great War website at Great War Conference: <a href="http://www.staffordshiregreatwar.com">www.staffordshiregreatwar.com</a> Project also delivered audience research, branding to be used by partners, research into sources, War Memorials Guide, Camps on Cannock Chase Guide.	Kingston Centre, Stafford.	Staffordshire County Council: Archives & Heritage Service; Library and Arts Service; Rural County.	Arts Council England (£80,000)
09. – 10. 2013	Messines Model Excavation: archaeological dig to reveal model of Messines beneath Cannock Chase. Project involved many volunteers to help excavate the remains, also include laser scanning of the model.	Cannock Chase	Staffordshire County Council: Rural County.	Natural England (£40,000)
10.2013	Eccleshall Research into the Fallen. Project to research names on War Memorial: <a href="http://www.eccleshallguide.com">www.eccleshallguide.com</a>	Eccleshall	Eccleshall Historical Society	Self-funded
12.2013	Our Great War Project	Blore	Blore Rural District History Society	Self-funded
03.2014	WW1 trench system relaunched including Coltman Trench	Whittington	Staffordshire Regimental Museum	
05.2014	Berskwich Local History Society book launch and local history walk	Berskwich and Cannock Chase	Berskwich Local History Society	Self-funded

08.2014	Digital War Memorial: The Hidden Pressures of Staffordshire's War: <a href="https://www.historypin.org/en/first-world-war-centenary/the-digital-war-memorial/the-hidden-pressures-of-staffordshire-s-war/">https://www.historypin.org/en/first-world-war-centenary/the-digital-war-memorial/the-hidden-pressures-of-staffordshire-s-war/</a>	Libraries and other venues across the county	Staffordshire County Council: Library and Arts Service	Arts Council England (£10,000)
04.08.2014	Lights Out. Light left on in key buildings across the country to mark start of the war	County Buildings, Shire Hall Gallery	Staffordshire County Council	14-18 Now (promotion)
9.2014 - 2016	Staffordshire Appeal Tribunals Project	Staffordshire Record Office	Staffordshire County Council: Archives & Heritage Service	Heritage Lottery Fund (£37,600)
09.2014	Staffordshire Appeal Tribunals Study Day to launch project	Staffordshire Record Office	Staffordshire County Council: Archives & Heritage Service	Internal resources
09.2014	Tracks to the Trenches	Moseley Railway Trust	Moseley Railway Trust	Self funded
09.2014	Local and Community History Month –events covering variety of topics but with an emphasis in the Great War	SCC Libraries	Staffordshire County Council: Libraries and Arts Service	Internal resources
09-11.2014	The Fields of Battle 1914-18: Paintings & Drawings by Robert Perry RBSA exhibition	Shire Hall Gallery	Staffordshire County Council: Library and Arts Service, Archives & Heritage Service	Internal resources
25.10.2014 – 26.4.2015	Echoes of War exhibition	Potteries Museum	Stoke on Trent City Council: Potteries Museum & Art Gallery	
10.2014	Staffordshire in the Great War Conference	County Buildings	Staffordshire County Council: Archives & Heritage Service, Library and Arts Service	Internal resources
10.2014	Staffordshire Tolkien Trail Walks	Libraries, Cannock Chase	Staffordshire County	Internal resources

	booklet		Council: Library and Arts Service	
20.11.2014 – 11.11.2018	Shenstone in the Great War exhibition	Shenstone Library	Shenstone Family History Society	
11.2014	Stoke Minster Memorial window restored	Stoke upon Trent	Friends of Stoke Minster	Heritage Lottery Fund
11.2014	Brampton Park Sculpture of Vera Brittain	Newcastle under Lyme	Newcastle Borough Museum and Art Gallery	Realise Foundation & Travis Perkins
12.2014	First World War Replica Trench	Stoke on Trent	Stoke on Trent City Council: Potteries Museum & Art Gallery	
12.2014	Christmas Truce letter exhibition and launch	National Memorial Arboretum; Staffordshire Record Office	Staffordshire County Council: Archives & Heritage Service	Internal resources
8.1 – 11.12.2015	Cheadle remembers the Great War exhibition	Cheadle Discovery and Visitor Centre	Cheadle Local History Society	
19.1 – 6.3.2015	Rugeley Phoenix World War 1 Exhibition	Museum of Cannock Chase	Rugeley Phoenix Art Club	
1 – 6. 2015	WW1 on Cannock Chase volunteer recruitment project	Cannock Chase	Friends of Cannock Chase	Heritage Lottery Fund
02/2015 – 02/2016	The Whitehouse Car Park Area Survey and Interpretation. Scrub clearance and archaeological topographic survey of the area close to the Whitehouse car park. This has been followed by the preparation of an interpretation board which is currently ready for printing and setting up.	Whitehouse Car Park. Cannock Chase AONB	Staffordshire County Council	Natural England funding (£5,000)
28.2.2015	Staffordshire War Memorials : Condition, Preservation and	County Buildings, Stafford	Staffordshire County Council: Archives &	Internal resources

	Funding conference		Heritage Service	
3.2015	Sikh Memorial Unveiling	National Memorial Arboretum	Sikhs at War	
3.2015 – 4.2016	Resonance: Reflections on the Great War through artworks inspired by Staffordshire collections	Museum of Cannock Chase (9.3 – 26.4.2015) Staffs County Museum, Shugborough (1.5 – 23.7.2015) Ancient High House, Stafford (1.8 – 5.9.2015) Borough Museum & Art Gallery, N-u-L (19.9 – 21.10.2015) Potteries Museum & Art Gallery (1.12.2015 – 31.1.2016) Gladstone Pottery Museum (6.2 – 24.2.2016) Wedgwood Museum (1.3 – 8.5.2016)	Staffordshire County Council: Archives & Heritage Service	Arts Council England (£20,000)
16.3 - 19.4.2015	In Flanders Fields Textile Installation	National Memorial Arboretum	Craft group from Birmingham	
17.3 – 26.4.2015	Hoof Prints in the Desert exhibition	Staffordshire Yeomanry Museum	Staffordshire Yeomanry Museum	
21.3.2015	Engineering Remembrance (BSW)	Museum of Cannock Chase	Museum of Cannock Chase	
22.3.2015	Women and the Great War	Potteries Museum	History Wardrobe	
03.2015	Reaching out arms –Story of WW1 on Cannock Chase	Cannock Chase AONB Partnership	Cannock Chase AONB Partnership	Heritage Lottery Fund (£10,000)
03/4.2015	WW1 – science and heritage	Stoke on Trent	Keele University, Staffordshire University, Stoke on Trent City Council: Potteries	Heritage Lottery Fund (£22,600)

			Museum & Art Gallery	
24.3 – 28.3.2015	Accrington Pals theatrical production	Garrick Studio Theatre, Lichfield	Lichfield Players	
25.3.2015	Objects of Memory – Women and the Home Front lecture	Museum of Cannock Chase	Museum of Cannock Chase	
28.3.2015	Night in the Trench	Potteries Museum	Potteries Museum	
28.3 – 11.4.2015	Spot the WW1 Slang Trail	RAF Cosford Museum	RAF Cosford Museum	
6.4.2015	Discovery Day, WW1 Trench Tour and Easter Trail	Staffordshire Regiment Museum	Staffordshire Regiment Museum	
9.4.2015	Cannock Chase Great War and Tolkien Family Walk	Cannock Chase	Museum of Cannock Chase	
17 – 19.4.2015	Oh What a Lovely War theatrical production	Potteries Museum	Mop Cow Productions	
18.4.2015	Rugeley Camp Walk	Penkridge Bank	Friends of Cannock Chase	
25.4.2015	Youth Ceramic Workshop	Museum of Cannock Chase	Staffordshire County Council: Archives & Heritage Service	
26.4.2015	Ingestre Hall World War 1 Historical Opening	Ingestre Hall	Ingestre with Tixall WW1 project	Heritage Lottery Fund (£10,000)
26.4.2015	Vintage Vehicle Rally	Staffordshire Regiment Museum	Staffordshire Regiment Museum	
30.4.2015	Spotlight on the Gallipoli Memorial	NMA	NMA	
04.2015 – 02.2016	3D Flythrough presentation of the Messines Terrain Model. Preparation of a 5 minute flight over the three dimensional Messines terrain model with Great War mapping overlaid and elements of the story introduced.	Online	Staffordshire County Council, Historic England	Heritage Lottery Fund (£100,000). Bid submitted December 2015.

4.5.2015	Discovery Day : Battle of Gallipoli	Staffordshire Regiment Museum	Staffordshire Regiment Museum	
27.5.2015	Great War Camps of Cannock Chase	Cannock Chase	Friends of Cannock Chase + Landor Society	
20 – 21.6.2015	Four Winters at War community theatre production	Birches Valley Forest	Cannock Chase Arts Forum	
3.8.2015	Discovery Day and World War 1 Trench Tour	Staffordshire Regiment Museum	Staffordshire Regiment Museum	
9.8.2015	Cheadle Remembers the War Horse	Cheadle Market Square	Cheadle Local History Society	
15 – 16.8.2015	Military History Weekend	Marquis Drive	SCC Wardens	
09.2015	Local and Community History Month – Highlights included: School group visits to libraries to experience Ting Tang Theatre Company's introduction to WW1. The odyssey of Tommy Atkins. Craft sessions, e.g. poppy-making WW1 Ancestry sessions	SCC Libraries  Various libraries  Perton and Codsall libraries Various libraries	Staffordshire County Council: Libraries and Arts Service	Internal resources
12.9.2015 – 1.11.2015	Victor Tardieu: Millicent Sutherland Field Hospital exhibition	Shire Hall Gallery	Staffordshire County Council: Library and Arts Service; Archives & Heritage Service	Internal resources
10.2015	Staffs Great War Workshop - From Trench to Home Front	County Buildings	Staffordshire County Council: Archives and Heritage Service	Internal resources
26.10 – 18.12.2015	The Fields of Battle 1914-18: Paintings & Drawings by Robert Perry RBSA exhibition	Museum of Cannock Chase	Museum of Cannock Chase	
28.10.2015	Horses in the Great War family	Museum of Cannock Chase	Museum of Cannock	

	day		Chase	
7.11.2015	Cheadle Remembers the Great War – Exhibition and Book Launch	Cheadle Discovery and Visitor Centre	Cheadle Local History Society	
14.11.2015	Night in the Trenches	Staffordshire Regiment Museum	Staffordshire Regiment Museum	
11.2015	JRR Tolkien in Staffordshire 2015 – 2018 Project	Great Haywood, Cannock Chase	The Haywood Society	Heritage Lottery Fund (£9,900)
12.12.2015	Carols in the Trenches	Staffordshire Regiment Museum	Staffordshire Regiment Museum	
12.2015	'14' Poems and film commissioned by Libraries & Arts team and produced by Tom Wyre, Staffordshire Poet Laureate to mark the centenary	Shire Hall Gallery and various libraries across the county	Staffordshire County Council: Library and Arts Service; Archives & Heritage Service	Internal resources
02-04.2016	The Fields of Battle 1914-18: Paintings & Drawings by Robert Perry RBSA exhibition	Ancient High House	Ancient High House, Stafford	
5.3.2016	Staffordshire Great War Conference: Impressions of War	National Memorial Arboretum	Staffordshire County Council: Archives & Heritage Service	Internal resources
28.3.2016	World War I Discovery Day	Staffordshire Regiment Museum	Staffordshire Regiment Museum	
03/2016 – 01/2018	The Chase Through Time Lidar project supported by ground truthing, documentary research, augmented reality project and exhibitions/online content.	Cannock Chase AONB	Staffordshire County Council, Historic England	Heritage Lottery Fund (£100,000). Bid submitted December 2015.
13-15.5.2016	Tracks to the Trenches	Moseley Railway Trust	Moseley Railway Trust	
31.5.2016 – 3.6.2016	World War I Discovery Week	Staffordshire Regiment Museum	Staffordshire Regiment Museum	
06.2016	Staffordshire Appeal Tribunals	Staffordshire Record Office	Staffordshire County	Heritage Lottery

	Project Launch to mark the centenary and a touring exhibition		Council: Archives & Heritage Service	Fund (part of same funding for 2014 - 16)
25.7.2016	World War I Discovery Day	Staffordshire Regiment Museum	Staffordshire Regiment Museum	
16.09.2016 – 17.09.2016	Screening of <a href="#">Somme100 FILM</a> in Court 1 at the Shire Hall Gallery	Shire Hall Gallery	Staffordshire County Council: Libraries & Arts Service	External – Imperial War Museum
09.2016	Local and Community History Month	SCC Libraries	Staffordshire County Council: Libraries and Arts Service	Internal resources
09-10.2016	Great War exhibition	Shire Hall Gallery	Staffordshire County Council: Library and Arts Service; Archives & Heritage Service	Internal resources
24.10.2016-16.12.2016	Everybody's Darling: The First World War Nurse (exhibition)	Museum of Cannock Chase	Museum of Cannock Chase	
10 – 13.5.2018	Tracks to the Trenches	Moseley Railway Trust	Moseley Railway Trust	



Local Members' Interest
N/A

## Prosperous Staffordshire Select Committee – 4 March 2016

### Emotional Wellbeing and Mental Health Services Working Group Final Report

#### Recommendation of the Working Group

1. That the Prosperous Staffordshire Select Committee consider the final report of the Working Group on Emotional Wellbeing and Mental Health Services, and note that the Healthy Staffordshire Select Committee endorsed the recommendations and agreed its submission to the Cabinet Member for Health, Care and Wellbeing for endorsement and information.

#### Report of the Scrutiny and Support Manger

#### Reason for recommendation

2. The investigation by the Working Group into the implementation of the Mental Health and Wellbeing Strategy for Staffordshire “Mental Health is Everybody’s Business” (the adult strategy), and the Strategy for Emotional Wellbeing and Mental Health of Children and Young People from Birth to 18 Years Integrated Commissioning Strategy 2014-2017 is now complete and the Working Group has produced a final report and recommendations. The Healthy Staffordshire Select Committee, at their meeting of 2 February 2016, considered the report, endorsed the recommendations and agreed its submission to the Cabinet for information.

## Report

#### Background

3. At its meetings of 11 August and 10 November 2014 the Healthy Staffordshire Select Committee considered the Mental Health and Wellbeing Strategy for Staffordshire “Mental Health is Everybody’s Business” (the adult strategy), and the Final Draft Strategy for Emotional Wellbeing and mental Health of Children and Young people from Birth to 18 Years Integrated Commissioning Strategy 2014-2017. In both instances the Select Committee agreed establishing a working group to consider the strategies implementation in more detail.
4. On 27 March 2015 the Safe and Strong Communities Select Committee wrote to the Chairman of the Healthy Staffordshire Select Committee outlining concerns raised at their 9 March 2015 meeting regarding child and adolescent mental health services. The letter outlined their concerns at the lack of specialist child and adolescent mental health services (CAMHS) and post abuse therapeutic support for victims of CSE, seeking clarification on when such a service would be commissioned. It also highlighted continued concerns around waiting lists for CAMHS in Staffordshire. In her letter of

response the Healthy Staffordshire Select Committee Chairman suggested these concerns could be addressed as part of this review.

## **Summary**

5. The Working Group sought to identify the systems and practices in place to ensure the key priorities set out in both strategies are implemented and how they will be monitored. Our approach was to consider a lifetime of services from pre-natal to 60+, delivered via the two strategies. We used this approach to identify and gaps and/or areas of best practice that for further investigation, and in particular whether changes introduced by the strategies addressed identifiable gaps.

## **Link to the Strategic Plan**

6. Ensuring that Staffordshire's residents are: able to access more good jobs and feel the benefits of economic growth; be healthier and more independent; and feel safer, happier and more supported in and by their community, are priorities for the County Council. Ensuring good emotional wellbeing and mental health is intrinsic to achieving all of these priorities.

## **Implications**

7. The equalities and legal; resource and value for money; and risk implications are set out in the attached report.

## **Contact Officer**

**Name:** Helen Phillips

**Job Title:** Scrutiny and Support Officer

**Telephone No.:** 01785 276143

**E-mail:** [helen.phillips@staffordshire.gov.uk](mailto:helen.phillips@staffordshire.gov.uk)

## **Appendices/Background papers**

- Final Report of the Working Group

**Working Group  
of the  
Healthy Staffordshire Select Committee**

**Emotional Wellbeing and Mental Health Services**

**Final Report**



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## Chairman's Foreword / Summary

Improved mental health is associated with a range of positive outcomes for people of all ages and backgrounds. Mental health is everyone's business. Good mental health and resilience are fundamental to our physical health, our relationships, our education, our training, our work and to achieving our potential. At any one time, roughly one in four of us are experiencing a mental health problem. While that is a staggering figure in itself, we are also faced with the fact that mental health problems are estimated to cost the economy an eye-watering £105 billion per year. One in ten children between the ages of 5-16 years old has a mental health problem which for many continues into adulthood. Improving the health and wellbeing of children and young people and in adulthood is a Staffordshire priority.

The working group received information relating to early intervention and prevention, commissioning of children's and adult mental health services, how looked after children are served by mental health services, the current level of support to children and young people and how quickly they can access services and transitional arrangements for young people moving through child and adolescent mental health services to adult mental health services.

Findings indicate that early intervention and prevention measures work as more people are reported to be coming forward for help at an earlier stage. Early intervention and prevention measures reduce stigma and the likelihood of more complex interventions at a later stage which lead to reduced costs. Looked after children and young people are some of the most vulnerable people in society and more likely to have mental health issues than any other group of children or young people. The working group heard that CAMHS has demonstrated difficulties in waiting times for initial referral appointments, all initial referral appointments should be attended within four weeks. They focus on all transitions in a child's life which impacts on their mental health including transitions to post 18 services. However, services provided by CAMHS do not always correspond with services provided by Adult Mental Health Services and there still remains a gap in service for a number of young people. The review focused on: how early intervention and prevention methods can reduce the need for specialist services; how services are commissioned; how looked after children are served by mental health services; what the current levels of support are to children and young people with mental health issues; and how quickly they can access services and transition to adult mental health services from Child and Adolescent Mental Health Services (CAMHS).

National and local policy indicates the importance of good mental health and emotional wellbeing. The Health and Social Care Act 2012, which is the main policy driver, makes significant changes to the way in which health services will be organised from April 2013. The Act is significant to this review in terms of changes in commissioning arrangements of children and adult mental health services. The Act makes provision for the establishment of Health and Wellbeing Boards and the transfer of commissioning of services to NHS



Commissioning Boards and Clinical Commissioning Groups. The Act also sets out the need for Local Authorities and commissioning consortia to prepare a Joint Strategic Needs Assessment (JSNA) and to produce a Joint Health and Wellbeing Strategy (JHWS) to meet the needs identified in the assessment.

Intervening early in childhood can prevent mental health related problems at a later stage. Evidence indicates the importance of child/parent relationships and interactions to develop skills and behaviour which enables children to flourish. Early intervention and prevention programmes/measures can demonstrate they are working as there has been an increase in referrals at this stage indicating there is greater awareness of mental health issues and help is being sought at a much earlier stage. By intervening early in building the resilience of children, young people and their families, the likelihood of problems becoming more complex is reduced as is the need for more costly interventions. Using mainstream services reduces stigma associated with mental health issues as individuals are not targeted. It is important that training/refresh training is available for staff of mainstream services such as social workers, for them to recognise mental health issues in children, young people and adults.

I would like to thank all those who have contributed to the review. I would also like to thank officers and all participants of the Staffordshire 3<sup>rd</sup> sector and those from the service delivery partners.

This report touches on the need for change and recommends a number of actions. It is imperative that this health care issue is monitored at all times and that new initiatives in offering that one to one need, are looked at as a priority.

Emotional wellbeing and mental health services and those commissioning such services should read this report and we hope see our recommendations taken as identification of what is needed just to start to deliver the improvements across mental and emotional health and wellbeing that the people of Staffordshire need.



**Mr David Loades,  
Working Group  
Chairman**



## 1. Conclusions and Recommendations

This review was undertaken following a resolution by the Healthy Staffordshire Select Committee to establish a working group to consider the implementation of the adult's and children's emotional wellbeing and mental health service strategies. Having considered the range of possible services from 0-60+ that encompass the two strategies we undertook further investigation into a range of areas including CAMHS, transition between services, differences in provision, communication, early recognition and intervention, and priority placed on emotional wellbeing and mental health services. Having completed our investigations we make the following conclusions and recommendations.

Both the adult and children's strategies stress the importance of early intervention, with the adult's implementation plans giving actions to address these and identifying measurable outcomes. The children's strategy has early intervention and prevention as priority 2, referring to national policy documents such as closing the Gap (2014) which highlighted the need to develop effective services to deliver early intervention and prevention to children and young people. Early intervention and prevention methods can reduce the need for specialist services. We wish to highlight the importance of early recognition and intervention. The adult implementation plans recognise the importance of this early intervention. Whilst we endorse this we **RECOMMEND** greater emphasis on the priority given to early recognition and intervention.

The importance of good parenting in supporting children's mental health and emotional wellbeing has been evidenced throughout our work. The original concept of children's centres mirroring that of the American Smart Start initiative provides the opportunity to promote good parenting. There are also a number of initiatives that work to support parenting, for example Home Start, who have the family support contract for the Moorlands and Newcastle. The impact of good parenting on children's emotional wellbeing is immense and the continued support of initiatives which promote good parenting are essential. Intervening early in childhood can prevent mental health related problems at a later stage. Evidence indicates the importance of child/parent relationships and interactions to develop skills and behaviour which enables children to flourish. Early intervention and prevention programmes/measures can demonstrate they are working as there has been an increase in referrals at this stage indicating there is greater awareness of mental health issues and help is being sought at a much earlier stage. By intervening early in building the resilience of children, young people and their families, the likelihood of problems becoming more complex is reduced as is the need for more costly interventions. Using mainstream services reduces stigma associated with





mental health issues as individuals are not targeted. It is important that training/refresh training is available for staff of mainstream services such as social workers for them to recognise mental health issues in children and young people. Schools and colleges are well placed to promote good mental health and wellbeing to their students through Personal Social and Health Education

We are aware of a Families First Review of the impact of the work of Local Support Teams (LSTs) on outcomes for school age children and young people. This review was requested by the Schools Forum at their meeting of 31 March 2015 into the quality and impact of the work of Local Support Teams on outcomes for school-age children and young people. The outcome of the review will inform Schools' Forum decision-making on the future allocation to Families First from the Dedicated Schools Grant (DSG). This arrangement has not been formally monitored or reviewed to date, nor has a specific accountability framework been established as part of a commissioner (Schools Forum) and provider (Families First) relationship. The opportunity to work with schools to review the impact of Local Support and Targeted Intervention to address this was therefore welcomed by Families First. We are interested to see the outcome of this review on the future work of the LSTs and **RECOMMEND** that the outcome of this review be shared with members of this Healthy Staffordshire Select Committee.

We have a particular interest in the priority schools place on emotional wellbeing and mental health, and their ability to recognise symptoms early and have been impressed by those school representatives we have met during our work. The biggest obstacle to a young person's learning is their readiness to learn and mental health issues present a barrier to this. The investment in services developed in Tamworth and the Room 21 initiative at Leek High School shows a priority and commitment to good emotional and mental health. We feel strongly that Multi Agency Centres (MACs) have proved their effectiveness in building relationships, supporting the delivery of mental health services and in early intervention. MACs allow a holistic approach to a child's needs, and whilst outcomes can't be immediately measured, the benefits will be seen in better outcomes for young people and savings in reduced numbers accessing expensive higher tier services.

We are aware of funding constraints within schools but feel strongly that MACs are an investment worth making. The creative way in which the Tamworth Head teachers have supported this project and found this funding shows their commitment to, and the importance they place, on addressing mental health and emotional wellbeing. Equally the continued support by the Head teacher and Governing Body at Leek High School shows their commitment to the continued success of Room 21 and is a tribute to the impressive outcomes this initiative has supported (last year Leek High School had no young people becoming NEET (Not in Education, Employment or Training)).





We therefore **RECOMMEND** that schools invest in the long term emotional wellbeing and mental health of their students through creative use of pupil premium funding in supporting the development of their own MACs. In the interests of sharing best practice and transparency, we would also **RECOMMEND** that the way the pupil premium is used by different schools to address pupil needs is made clear.

As we have already seen in the different approaches in Tamworth and Leek there is no one size fits all approach to developing a MAC. However the concept of a MAC in every school to support emotional wellbeing and help more effective partnership working with mental health service providers, raising the profile of services and tackling the stigma around these issues is essential. It also helps to combat some of the issues we identified around awareness of the range of services available and signposting services.

The Tamworth MACs have evolved and have ambitious targets in early intervention and avoiding more expensive higher tier services. We were pleased to note that they would welcome the opportunity to share the development of the project with Members in 18 months, evaluating the project and identifying outcomes achieved. We therefore **RECOMMEND** that the Prosperous Staffordshire Select Committee consider including the Tamworth MAC project on their work programme to receive details of how the project has developed during the 18 months and evidence the outcomes achieved to determine the success of this project and its value for money potential.

We have received an enormous amount of information across a range of areas whilst undertaking this investigation. However, on many occasions we have been faced with difficulties in assessing the effectiveness of areas considered because of a lack of accurate and appropriate baseline information that allow outcomes to be evidenced. We are aware that data is not collected in a consistent way across service areas and organisations, but effective monitoring will not happen unless this information is available.

The adult mental health dashboard for mental health strategy gives information from a range of service areas (including service user surveys, contract information and police data). Whilst the differing organisations collect data in different ways there is beginning to be an attempt to pin this together to allow a broader assessment of services provided. We understand Public Health are currently looking at how this range of data can be brought together. However we **RECOMMEND** that children's and adult's mental health work to develop appropriate and meaningful baseline data that enables the strategies and services to be effectively monitored and held to account.

We are aware that the Health and Wellbeing Board monitor the strategies. We are also aware that tier 1 and 2 interventions are often short term, delivered by third sector organisations and produce softer outcomes. Finance and activity rather than outcomes are often the focus of data recording and we question how meaningful this is.



The disparity in numbers receiving children's mental health services and those transitioning to adult services is marked and whilst we have identified a number of possible reasons for this we remain concerned at the low transition numbers. Between the ages of 16-21 is a period of great uncertainty where there are many changes and challenges to a young person's life experience. We feel children's services finishing at 18 does not bridge the gap effectively into adulthood and we **RECOMMEND** that children's mental health services should be extended from 0-18 to 0-25 years to ensure a service that takes account of the immense changes impacting on young people today, including the prominence and impact of social media, and ensure that services do not stop abruptly when a young person's emotional wellbeing can be at its most vulnerable.

During our investigations we have received conflicting views on the work of CAMHS. We are aware of a drive from central government to improve access to CAMHS and we remain concerned about delays and long waiting times to engage in health and wellbeing support from this service. We are also aware that referrals to CAMHS have increased dramatically over the last ten years, and that the nature of presentations has become increasingly more complex. South Staffordshire and Shropshire Healthcare NHS Foundation Trust (SSSHFT) are in the process of undergoing a whole CAHMS transformation, improving access to psychological services and developing partnerships with voluntary sector provision. SSSHFT are also commissioning work to help identify the reasons behind the lack of transition from children to adult mental health services. We **RECOMMEND** that the outcome of these investigations be shared with the Healthy Staffordshire Select Committee for them to consider whether any further work is necessary, and request that a similar review is undertaken for CAHMS in the north of the county.

The accessibility of information remains a concern for services users and their families. Whilst efforts have already been made to make information available through GP surgeries, using twitter, Facebook, websites, leaflets and promotional events, there remains a general lack of awareness of the range and type of services available. More active promotion/awareness of services, with signposting from Primary Care providers is a priority. We are aware that all GP surgeries have been asked to include a link to the Mental Health Directory on their website but are equally aware that not all have done this. We therefore **RECOMMEND** that primary care delivery give greater priority to the accessibility of the mental health services directory, and in ensuring information on a range of emotional wellbeing and mental health services is well displayed and readily/easily available, both visually and by verbal support to those who may benefit from the services available. We **further RECOMMEND** that other possible venues are explored for displaying and signposting information on the range of services, eg pharmacies, through large employers and stores, community centres, chambers of commerce, to improve awareness and raise the profile of these services.



We considered the adult implementation plans and we are aware that the Health and Wellbeing Board will monitor these. However we have been unable to consider the children's implementation plan as none currently appears to exist. We **RECOMMEND** a copy of the children's implementation plan be considered by the Healthy Staffordshire Select Committee at the earliest opportunity and the Health and Wellbeing board update the committee on their proposals for the future of both adult and children services.

The Safe and Strong Communities Select Committee had tasked us with identifying what post abuse therapeutic support was available for victims of child sexual exploitation (CSE). Whilst the children's strategy suggests that therapeutic interventions to victims of CSE should be considered, our work has shown that currently there are limited services specifically for those who have suffered from CSE. There are a number of third sector services available, however there is currently no service specifically commissioned to address this issue in South Staffs, although an individual may be referred to CAMHS as a result of the trauma suffered from CSE. There is a counselling service commissioned in North Staffs for young people affected by sexual violence and this could be looked at to consider its viability of being introduced county wide.

We have been impressed by services such as Changes and Work4You. At the start of this process we felt that the huge variety of services created unnecessary confusion. However the broad nature of emotional wellbeing and mental health service issues, needs a large breadth of service provision. The issue is not so much around the number of services available, but around appropriate assessment, referral, signposting to help reduce the considerable confusion as a result of service users being unsure or unaware of what is being offered across the County.

We also **RECOMMEND** that the Cabinet Member for Health, Care and Wellbeing recognises and re-affirms: the importance of integrated working between service/support agencies to enable them to be easily recognised/accessed by potential users and the need for this to continue to be developed; and the importance of offering a co-ordinated approach to building relationships of trust between agencies, the public and their families and should continue to be developed to facilitate the maximum opportunities for individuals to benefit from available support.



## 2. Setting the Scene

At its meetings of 11 August and 10 November 2014 the Healthy Staffordshire Select Committee considered:

- the Mental Health and Wellbeing Strategy for Staffordshire “Mental Health is Everybody’s Business” (the adult strategy), and
- the Final Draft Strategy for Emotional Wellbeing and mental Health of Children and Young people from Birth to 18 Years Integrated Commissioning Strategy 2014-2017

In both instances the Select Committee agreed establishing a working group to consider the strategies implementation in more detail.

On 27 March 2015 the Safe and Strong Communities Select Committee wrote to the Chairman of the Healthy Staffordshire Select Committee outlining concerns raised at their 9 March 2015 meeting regarding child and adolescent mental health services. The letter outlined their concerns at the lack of specialist child and adolescent mental health services (CAMHS) and post abuse therapeutic support for victims of CSE, seeking clarification on when such a service would be commissioned. It also highlighted continued concerns around waiting lists for CAMHS in Staffordshire. In her letter of response the Healthy Staffordshire Select Committee Chairman suggested these concerns could be addressed as part of this review.

## 3. Scope of the Work

The Working Group sought to identify the systems and practices in place to ensure the key priorities set out in both strategies are implemented and how they will be monitored.

The Healthy Staffordshire Select Committee tasked us to consider the implementation of the strategies and it was important that we remained focused on this issue. Emotional wellbeing and mental health is an immensely broad topic and we were aware that our review was likely to raise areas for further investigation. The broad nature of this review meant that whilst we could highlight these areas for potential further consideration we would not be able to scrutinise each specific issue in detail within the agreed timescales.

The key objectives for this review were to:

- establish the size and scope of the issues within Staffordshire;
- consider how effective the changes proposed within both strategies will be;
- ensure there is a robust action plan for the implementation of each strategy;
- establish how each strategy will be evaluated and monitored; and
- address the concerns outlined by the Safe and Strong Communities Select Committee.

Our approach was to consider a lifetime of services from pre-natal to 60+, delivered via the two strategies (Appendix 1). We wished to use this approach to identify and gaps and/or areas of best practice that may warrant further investigation, and in particular whether changes introduced by the strategies addressed identifiable gaps.

#### **4. Membership**

As emotional wellbeing and mental health are cross cutting issues a representative from the Prosperous Staffordshire Select Committee and the Safe and Strong Communities Select Committee were invited to take part in this review alongside members of the Healthy Staffordshire Select Committee.

The following members participated in this Working Group:

Charlotte Atkins  
Chris Cooke  
Ann Edgeller  
Michael Greatorex  
David Loades (Working Group Chairman)  
Robbie Marshall  
Shelagh McKiernan  
Christine Mitchell  
Mike Worthington

#### **5. Methods of Investigation**

We met ten times between July and November 2015 to consider the implementation and effectiveness of the two strategies, produce our report and agree our recommendations.

During our investigation we met with the following:

Barbara Wain	Director, Changes, Health and Wellbeing
Carol Burt	North Staffordshire Users Group
Clarissa Norrington	Deputy Headteacher, Rawlett Academy
Dawn Jennens	County Commissioner Mental Health
Donna Colgrave	People Change Lead
Jennie Collier	Head of Operations, Specialist & Family Services, South Staffordshire and Shropshire Healthcare Foundation Trust
Julie Stevenson	County Improvement Officer, Educational Inclusion
Ken Peak	Staffordshire Mental Health Helpline, Brighter Futures
Kirsty Rogers	Headteacher, Kettlebrook Short Stay School
Lindsey-Marie Taylor	Inclusion Support Manager, Room 21, Multi Agency Unit, Leek High School
Lyn Varden	Making Spaces/Work4You





Mark Lawton	Operational Manager, Staffordshire Mental Health Helpline, Brighter Futures
Nadine Baggaley	Commissioning Manager, Community Wellbeing
Nicola Bromage	Mental Health Commissioner, South Staffs
Paul Bowers	Crisis Resolution/Home Treatment and Liaison Psychiatry Manager
Paul Woodcock	County Commissioner, Children's Wellbeing
Richard Redgate	Executive Headteacher, Loxley Hall School
Roger Graham	CCG Commissioning Manager, East Staffordshire
Ron Daley	Mental Health Commissioner, North Staffs
Sarah Jones	Community Partnership Officer, Tamworth & Lichfield
Sheila Crosbie	North Staffordshire CCG Commissioning Manager
Shelley Evans	Crisis Team, South Staffordshire and Shropshire Healthcare Foundation Trust
Tim Leese	District Commissioning Lead, Tamworth

We received information from:

Matthew Bentley	Public Health Analyst, Insight, Planning and Performance
Mike Calverley	Locality Public Health Partnership, Insight

We also:

- attended Healthwatch engagement events in Staffordshire Moorlands, Tamworth and Stafford; listening to the service user question sessions and taking part in the round table discussions with service users, third sector organisations and professionals
- attended the Crisis Pathway Professional Workshop; which included representation from GPs, Richmond Fellowship, West Midlands Ambulance Service, Public Health, South Staffordshire & Shropshire Foundation Trust, EWISS (Emotional Wellbeing in Stafford and Surrounds), Changes, Brighter Futures, Burton Mind, One Recovery and Staffordshire Police
- Visited our local schools to establish the priority they placed on mental health and emotional wellbeing

## 6. Findings

### Size and scope of the issue in Staffordshire

- Mental ill health accounts for a third of all illness in Britain
- Currently around 27% of working age adults in England with a mental health illness are employed
- Approximately 50% of diagnosable mental health illness lifetime cases begin by age 14
- Mental illness accounts for over 20% of the total burden of disease in the UK, more than cardiovascular disease or cancer
- Mental disorder accounts for around 5% of A&E attendances, 25% of primary care attendances, 30% of acute inpatient bed occupancy and 30% of acute admissions

Data supplied by Public Health, Insight Team, helped us establish the size and scope of the Staffordshire picture.

**Prevalence estimates of mental health and wellbeing in children.** Data taken from the Office for National Statistics (ONS) on mental health of children and young people in Great Britain (2004), adjusted for age, gender and socio-economic classification, is outlined in Table 1. The estimates point to about 9.2% of children suffering any mental health disorder in Staffordshire, about 5.5% with conduct disorders, 3.5% with emotional disorders and 1.5% with hyperkinetic disorders.

**Table 1: Estimates of children's mental health and related conditions**

	Any mental health disorder	Conduct disorders	Emotional disorders (anxiety disorders and depression)	Hyperkinetic disorders
Cannock Chase	1,310 (9.7%)	800 (6.0%)	500 (3.7%)	220 (1.6%)
East Staffordshire	1,530 (9.4%)	930 (5.7%)	590 (3.7%)	250 (1.5%)
Lichfield	1,150 (8.6%)	680 (5.1%)	450 (3.3%)	190 (1.4%)
Newcastle-under-Lyme	1,520 (9.5%)	920 (5.8%)	590 (3.7%)	250 (1.6%)
South Staffordshire	1,170 (8.6%)	690 (5.1%)	460 (3.4%)	190 (1.4%)
Stafford	1,460 (8.6%)	860 (5.1%)	570 (3.4%)	240 (1.4%)
Staffordshire Moorlands	1,120 (9.1%)	680 (5.5%)	430 (3.5%)	180 (1.5%)
Tamworth	1,100 (9.8%)	680 (6.0%)	420 (3.7%)	190 (1.7%)
<b>Staffordshire</b>	<b>10,380</b> <b>(9.2%)</b>	<b>6,250</b> <b>(5.5%)</b>	<b>4,020</b> <b>(3.5%)</b>	<b>1,710</b> <b>(1.5%)</b>
<b>West Midlands</b>	<b>79,600</b> <b>(9.7%)</b>	<b>48,700</b> <b>(5.9%)</b>	<b>30,890</b> <b>(3.8%)</b>	<b>13,280</b> <b>(1.6%)</b>
<b>England</b>	<b>694,990</b> <b>(9.3%)</b>	<b>420,860</b> <b>(5.6%)</b>	<b>269,580</b> <b>(3.6%)</b>	<b>115,570</b> <b>(1.5%)</b>

Source: Children and Young People's Mental Health and Wellbeing Profiling Tool, Public Health England, <http://fingertips.phe.org.uk/profile-group/mental-health/profile/cypmh>. © Crown Copyright, source: Public Health England 2015

According to the 2015 school census there were 1,550 children with **Special Educational Needs** (SEN) recorded with autistic spectrum disorder which equates to 13 per 1,000 pupils. This is higher than the national rate of 12 per 1,000 pupils. Rates varied across Staffordshire with Cannock Chase, Stafford and Tamworth being higher than the England average. The 2015 school census data shows that there are approximately 1,600 pupils having SEN recorded as social, emotional and mental health needs. This equates to 14 per 1,000 pupils, which is lower than the national rate of 22 per 1,000 pupils.



**Self-reported wellbeing** is recorded around four outcomes. The 2013/14 national wellbeing measures indicate that in Staffordshire:

- 81% of people feel satisfied with their lives
- 77% of people feel happy
- 64% of people do not feel anxious
- 86% feel the things they do in their life are worthwhile

When comparing this with England figures, the proportion of people with low satisfaction scores in Staffordshire is lower than average whilst the three other outcome scores are similar to England figures.

Table 2 shows Staffordshire **estimates of adult mental ill-health** based on national data.

**Table 2: Estimates of adults aged 16 and over with mental ill-health and estimates of levels of care in Staffordshire, 2014**

	Mental ill-health in the community	Attends primary care	GP identified disorder	GP refers to mental health services	Psychiatric in-patients
<b>National estimates</b>	<b>26%-31%</b>	<b>23%</b>	<b>10%</b>	<b>2%-3%</b>	<b>1%</b>
Cannock Chase	21,000 - 25,000	18,500	8,100	1,600 - 2,400	400
East Staffordshire	24,300 - 29,000	21,500	9,300	1,900 - 2,800	500
Lichfield	22,000 - 26,200	19,500	8,500	1,700 - 2,500	400
Newcastle-under-Lyme	27,400 - 32,600	24,200	10,500	2,100 - 3,200	500
South Staffordshire	24,300 - 28,900	21,500	9,300	1,900 - 2,800	500
Stafford	28,600 - 34,100	25,300	11,000	2,200 - 3,300	600
Staffordshire Moorlands	21,300 - 25,400	18,800	8,200	1,600 - 2,500	400
Tamworth	16,100 - 19,200	14,300	6,200	1,200 - 1,900	300
<b>Staffordshire</b>	<b>184,900 - 220,500</b>	<b>163,600</b>	<b>71,100</b>	<b>14,200 - 21,300</b>	<b>3,600</b>

*Source: Based on figures from Goldberg, D. & Huxley, P, 1992, Common mental health disorders - a bio social model, Routledge and GP registered populations, Midlands and Lancashire Commissioning Support Unit (CSU) and 2014 mid-year population estimates, Office for National Statistics, Crown copyright*

**Perinatal mental health**, the National Institute for Health and Care Excellence (NICE) estimates that 12% of women require additional support for mental health problems during pregnancy and/or the postnatal period. Based on 2014 live births this would equate to approximately 1,040 women in Staffordshire, although there is currently no local dataset to verify this figure.

**Prevalence estimates** are shown in Table 3. Around 46,000 people (7.2% of the 16-74 population) are estimated to suffer from mixed anxiety and depression disorders in Staffordshire. Approximately 19,000 (3%) suffer from generalised anxiety disorder and 9,000 (1.4%) from a depressive episode.





**Table 3: Estimates of mental health for adults**

	Staffordshire		Estimated England prevalence
	Estimated number	Estimated prevalence	
Mixed anxiety and depressive disorder: population aged 16-74	45,720	7.2%	8.9%
Generalised anxiety disorder: population aged 16-74	19,020	3.0%	4.5%
Depressive episode: population aged 16-74	8,940	1.4%	2.5%
All phobias: population aged 16-74	7,570	1.2%	1.8%
Obsessive compulsive disorder: population aged 16-74	4,550	0.7%	1.1%
Panic disorder: population aged 16-74	800	0.1%	0.7%
Eating disorders population aged 16+	46,890	6.6%	6.7%
Post traumatic stress disorder: population aged 16+	21,620	3.0%	3.0%

Source: Common Mental Health Disorders Profile Tool, Public Health England <http://fingertips.phe.org.uk/profile-group/mental-health/profile/common-mental-disorders> © Crown Copyright, source: Public Health England 2015

**General Practitioner (GP) recorded prevalence**, GP disease registers show that about 51,300 people are on a depression register in Staffordshire which is 8% of adults aged 18 and over and higher than the England average. These registers also show that about 0.6% of the Staffordshire population have a severe mental condition (defined as schizophrenia, bipolar disorder or other psychoses). This is lower than the figure for England.

**Suicides** make up 1% of all Staffordshire deaths and are the second most common cause of death amongst men and women aged 15–24 years locally. It also accounts nationally for nearly 384,900 years of life lost before the age of 75 in men and women; and nearly 6,000 premature years of life lost in Staffordshire where it accounts for more premature death than some cancers, stroke or chronic obstructive pulmonary disease.

Nationally, rates from suicide and undetermined injury have fallen by 10% between 1995-1997 and 2011-2013. This fall in rates has not been reflected in Staffordshire between these two points where rates show an increase of 9%. The number of suicides in Staffordshire showed an increase in 2008 and 2009 when numbers nearly doubled from 2006 and 2007. With the exception of 2010, the number of suicides in Staffordshire each year has been around 80.

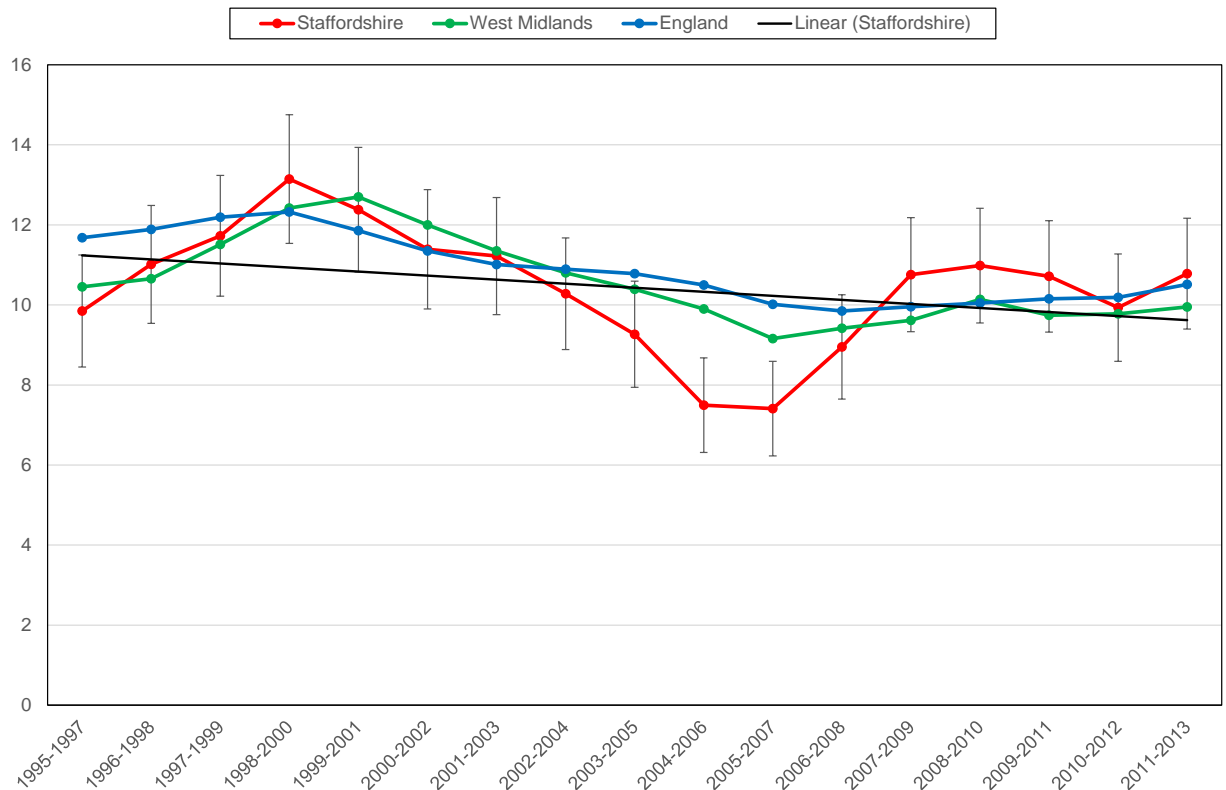
Since 1995 suicides have fluctuated in both males and females. Provisional figures suggest mortality from suicides and injury undetermined in males has risen from 46 in 1995 to 65 in 2014, an increase of 41%. For females, the number in 2014 is provisionally the same as that in 1995 (16).

Suicides are more common in males (74%), with the majority of male suicides being between 35-44 years (19% of all suicides) and 45-54 years for women (8% of all suicides). Nearly half of all deaths amongst males occurred in men aged 35-54 (49%); in females nearly 70% of all deaths occurred in women



aged 45 and over. The majority of deaths took place at the home address (58%).

**Figure 1 Trends in suicides and injuries undetermined**



Source: HSCIC Indicator Portal ([www.indicators.ic.nhs.uk](http://www.indicators.ic.nhs.uk) or [nww.indicators.ic.nhs.uk](http://nww.indicators.ic.nhs.uk)), The NHS Information Centre for health and social care. Crown copyright.

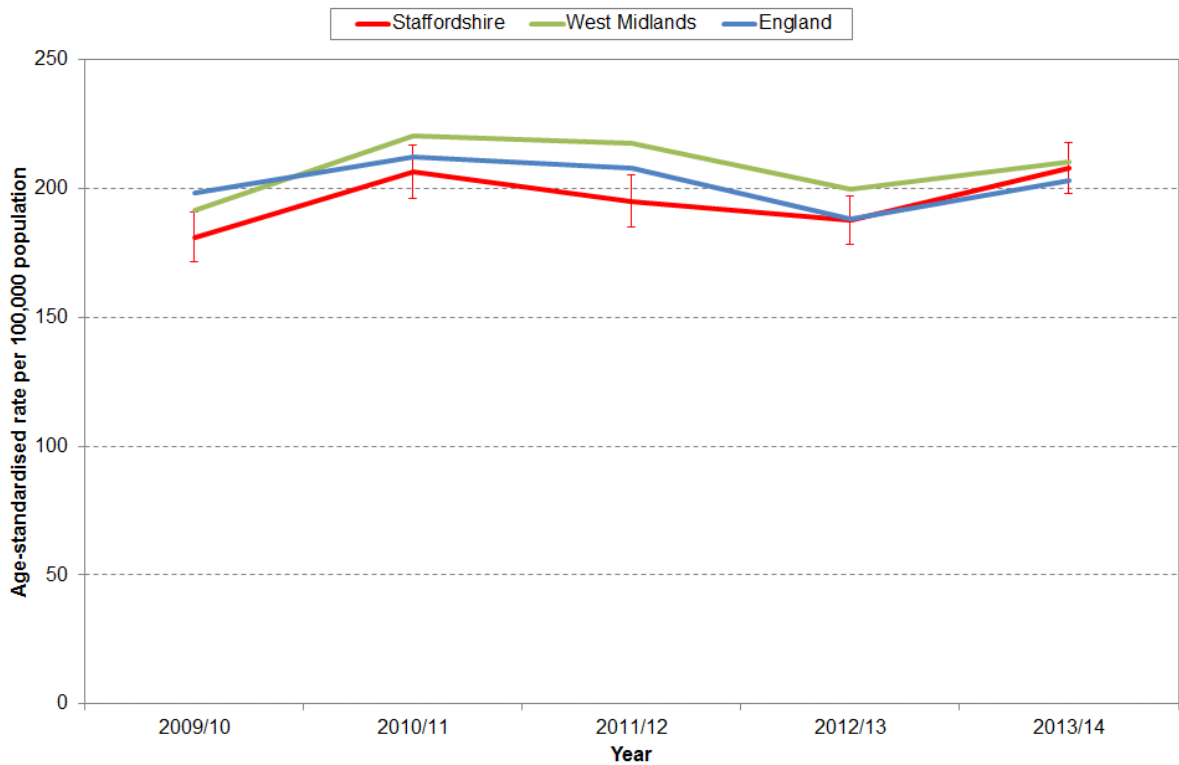
Nationally **self-harm** is one of the top five causes of acute medical admission and those who self-harm have a one in six chance of repeat attendance at Accident & Emergency (A&E) within the year. Self-harm is often an expression of personal distress and there is significant and persistent risk of future suicide following an episode of self-harm.

During 2013/14 there were over 1,700 admissions due to self-harm in Staffordshire. Nationally, rates from self-harm admissions have increased by around 3% between 2009/10 and 2013/14. This increase in rates in Staffordshire between these two points is much higher at 15%. However, prior to the most recent data point, the trend in Staffordshire since 2010/11 was downwards as illustrated in Figure 2.

Despite the increase between 2012/13 and 2013/14, rates in Staffordshire have remained statistically similar to the England average. Public Health England also suggests that data on self-harm trends using Hospital Episode Statistics (HES) data may be somewhat misleading and the rises most likely reflect improved data collection.



**Figure 2 Trends in self-harm admissions**



Source: Public Health England.

**Self-harm admissions by district**

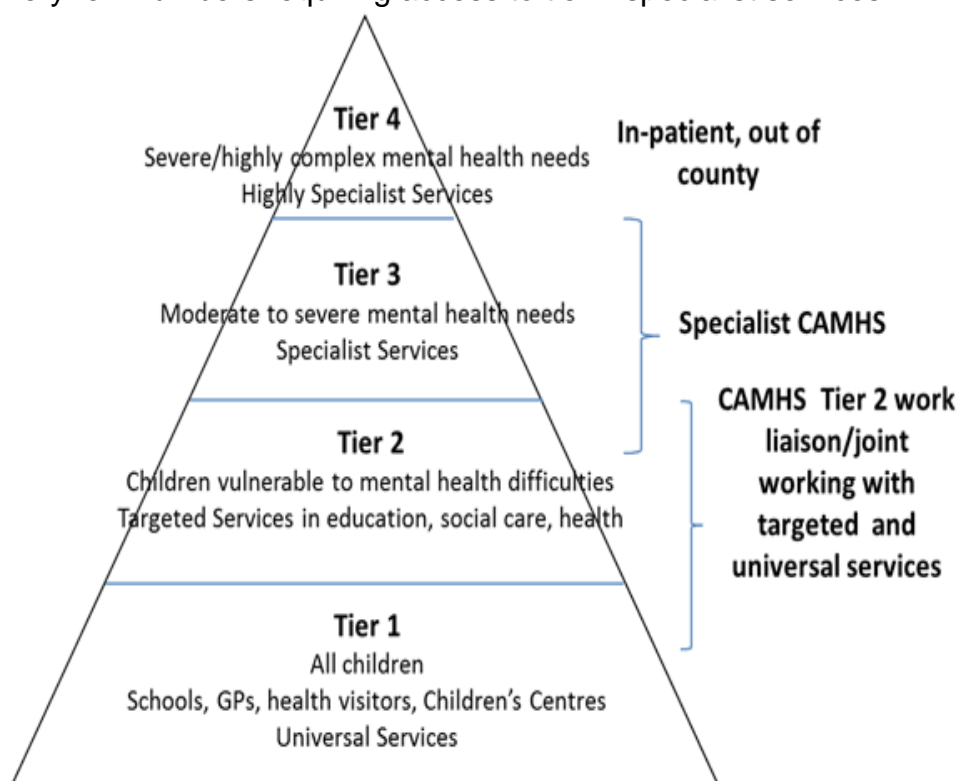
When related to population size Newcastle-under-Lyme and Stafford have the highest rate of self-harm admissions at 285 per 100,000 population and 252 per 100,000 population, these two districts are statistically higher than the national rate (203 per 100,000 population). Lichfield has the lowest rate at 147 per 100,000. As well as Lichfield, both Tamworth and South Staffordshire are lower than the England rate (166 per 100,000 population and 151 per 100,000 respectively)

62% (over 1,000) self-harm admissions in Staffordshire were females, compared to 38% (over 600) males. So whilst a greater number of suicides occur in males, there are more female self-harm admissions. The majority of self-harm admissions in males were in the 25-34 years (10% of all self-harm admissions) and 16-24 for women (16%). In both males and females self-harm admissions was most prevalent in those aged under 45 years (around 70% and 75% respectively).



## A Lifetime of Services

Both adult and children's mental health services are commissioned around four tiers, with Tier 1 being the lower level preventative services, moving to very specialised complex mental health services at Tier 4. The diagram below illustrates the four tiers within the children's service and the expectation that the majority of preventative support will be provided at the lower level tier, with very few numbers requiring access to tier 4 specialist services.



Appendix 1 gives a visual overview of the range of services delivered across the four tiers within mental health from pre-pregnancy to 60+ years. It identifies where services are commissioned locally and regionally, indicating where a service is commissioned uniquely in the north or south of the county (based on CCG identified needs).

Considering this detail alongside the strategies we identified the following areas for further consideration:

- the transition between CAMHS and adult mental health services;
- communication and access to information;
- the role of the Crisis Teams;
- social isolation and discrimination;
- support into and retaining paid employment for those with mental health conditions;
- the priority placed on emotional wellbeing and mental health within schools and training in early recognition; and,
- Differences in provision between north and south of the county and commissioning across all tiers.



## **CAMHS – Access and Transition**

Within children's mental health tiered services:

Tier 1 – consisted of the earliest intervention with schools and primary care settings usually addressing the identified needs. Commissioning at this level came from Education, Public Health and NHS sources.

Tier 2 – was commissioned by the local authority and included commissioned input from third sector organisations on a district basis around an agreed commissioning framework.

Tier 3 – specialist services (such as psychologists) delivered by CAMHS teams commissioned by the CCGs.

Tier 4 – a highly specialised service for those with severe mental health conditions commissioned by the CCGs.

The quality of referrals is key to ensuring an individual is assessed for and accesses the right service tier. We have concerns that poor referrals may lead to delays in accessing services while an individual has to be re-referred and wait again for an assessment for the appropriate service tier. For example an individual referred to a specialist tier 3 or 4 CAMHS service may be judged as having been inappropriately referred to this service and be referred back to tier 2 services for assessment. Guidelines exist to support appropriate referral, although some elements around Early Years, Primary Mental Health and Paediatric Psychology remain under development within the South Staffordshire referral criteria 2015/16 document. We have not received an equivalent document for North Staffordshire.

A single point of contact for Tier 2 and 3 referrals is now in place to support the referral process and help ensure the service user is accessing the correct service and so avoid delays and the frustration caused from being re-referred between service tiers. The Central Referral Hub in the north of the county allowed this single point of contact, with a similar scheme operating in the south. A CAMHS ready website is also available to help preparation for assessment, and details of the website are included in all appointment letters.

Every referral to CAMHS is screened. If the referral is judged as a risk to life the young person will be seen within 24 hours, with a duty worker available every day. Where it is judged there is no risk to life but the referral is still urgent, individuals are seen within 2 weeks, and where the need is not deemed urgent, within 4 weeks. The length of the wait to be seen depended on the nature of the presentation. Where a need has been assessed intervention/services should be accessed within 14 weeks.

We have concerns that the bar is set so high that accessing CAMHS services is extremely difficult. Referrals made to community CAMHS at Tier 3 did have a high percentage rejected. We were informed that this is due to inappropriate referrals and a misunderstanding of the most appropriate Tier for the





individual to access. Individuals will then be re-routed to Tier 2 commissioned services. Access to Tier 2 services in most cases is good and timely. However there is often a difference in perception over the condition and level of service required. There is a need to manage expectations and monitor outcomes and our recommendation that an independent review of CAHMS is carried out urgently due to its poor records of service delivery by both users and the evidence presented to us..

All assessments are undertaken by the Mental Health Services Teams, who were all mental health professionals and clinically qualified.

We heard that SSSHFT are in the process of undergoing a whole CAHMS transformation, improving access to psychological services and developing partnerships with voluntary sector provision. This work is around four themes:

- access;
- participation of young people;
- evidence based practice; and
- use of outcomes to track progress.

Evidence shows that once CAHMS services are accessed the services are delivered adequately, but we remain concerned at difficulties in initial access to CAHMS. Within South Staffordshire we heard that a service is being configured to allow self-referrals, with consideration also being given to improve schools referral/access to services. We also heard that in many instances the information given by GPs when a referral is made can be limited, even though a document is available to guide their referrals, which is contributing to the difficulties for this service.

The children's strategy acknowledges that many young people experiencing emotional wellbeing or mental health difficulties are likely to raise them with non-specialist providers such as schools, GPs, youth workers or health visitors. These groups are overwhelmingly the highest referrers to Emotional Wellbeing and Mental Health Services.

The strategy aims to assist these groups in identifying and supporting children and young people in situ at an early stage and to reduce the culture of "referring on". It identifies the following commissioning intentions to address this issue:

*"1a) To develop strengthened partnership working across health, social care and education*

*1b) To offer support to schools as commissioners and providers of services.*

*1c) The roll-out of programme of training to universal staff, schools and colleges"*



The government make it clear in the mental health strategy that high quality services depend on high quality commissioning. This can be challenging as mental health provision spans a wide range of agencies.

Effective commissioning is based on the assessed needs of children, young people, adults and their families being taken into consideration. The involvement of providers in the commissioning process is helpful in assessing needs and workforce planning it also ensures that responsive and flexible services can be delivered. The Mental Health Foundation tell us that 20% of children and young people have a mental health problem in any given year and about 10% at any one time.

The adult strategy also includes as a priority for development a transition policy for children with a mental illness moving from children's to adult services.

There is a significant disparity between the numbers of young people accessing children's services and those who transition into adult services. Circa 2200 young people access South Staffordshire CAMHS each year, with only a very few transitioning to adult services. Indeed we met representatives from SSSHFT in September and were informed that in the last quarter only 17 young people had made the transition into adult services. Meeting in November with representatives from North Staffs CCG CAMHS commissioning manager we found the picture in North Staffordshire to be similar.

There are a number of possible reasons for this lack of transition. To a certain extent this may reflect the effectiveness of services delivered and early intervention received. It may also reflect the differences in services commissioned for adults and children, or that CAMHS services are developed with 18 years of age as the projected end point. However, whilst it is expected that not all the 2200 young people will need to access adult services, the number actually transitioning is very low. The transition between these services is well recognised as an area of difficulty nationally, with less young people transitioning than would be expected.

Possible ways to address the concerns around transition are being considered. Quality and innovation CQUIN<sup>1</sup> targets are being set to address and monitor transition. SSSHFT are also commissioning work to help understand the reasons for this lack of transition.

Members heard about the CAMHS transition project, a national initiative allowing bids to be made for additional funding. The funds were tied to certain

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<sup>1</sup> (The Commissioning for Quality and Innovation (**CQUINs**) payments framework encourages care providers to share and continually improve how care is delivered and to achieve transparency and overall improvement in healthcare.)



criteria, including addressing eating disorders and a number of other priorities around intensive support for young people at risk of moving into Tier 4 services. There was a possible £1.1m extra funding.

Changing the age profile of CAMHS from 0-25 is in the group's opinion a way to address the concerns around services ending abruptly at 18. Whilst this may simply shift the transition issues from 18 to 25, it may help address some of the common issues for young people at 18. This change would also align with SEN changes last year which give support to statemented young people up to the age of 25.

CAMHS is under increasing pressure, with particular strain over the last 5/6 years due in part to a lack of investment and in the significant increase in service user numbers according to the evidence given to the group, but our concerns still remain over the delivery of this service and its ability to meet the needs of Staffordshire people .

The children's strategy acknowledges that few young people transfer into adult mental health services and indicates that the reasons for this are not entirely clear. The hypothesis put forward is that young people do not meet the adult mental health threshold for intervention. The strategy points out that there are young people experiencing emotional wellbeing and mental health difficulties that continue into adulthood and they need continued support. The strategy identifies the following commissioning intentions around transition:

*“6a) Collaboration with adult mental health commissioners and providers to establish the level of need and potential unmet need of 18-25 year olds*

*6b) Ensure that all providers offering services to children and young people have working protocols with adult mental health services that are reviewed annually*

*6c) Consideration of the development of an 18-25 service and subsequent all age strategy for emotional wellbeing and mental health”*

### **Communication**

The range and type of services available within the scope of emotional wellbeing and mental health is confusing and we felt communication was a key area in helping support service users in understanding the range and type of services and in navigating and accessing them.

A range of engagement events were held by Healthwatch, commissioned by the County Council, to launch the adult mental health strategy. These events were extremely useful in highlighting the changes and outcome focus within the strategy and in raising the profile of the service. The events included round table discussions and question and answer sessions from a range of





service professionals and service users. Communication and navigating the service were amongst the concerns highlighted.

Throughout this process we have met with a wide range of service providers, in working group meetings, as part of the engagement events or crisis pathway workshop. Most providers have very useful and user friendly websites that service users can access and helpful promotional literature. The difficulty is in that initial knowledge, who are the service providers, which one is right for me and how do I contact them?

In most instances this access is through referrals from schools, GPs and other health professionals, however some services, for example Changes, accept self-referrals, and therefore awareness of such services needs to be raised. Equally individual's need out of hours access and/or signposting to appropriate services.

We are aware that there is an online CAHMS service as an alternative support mechanism. However it was acknowledged that there remains a need to publicise this better. The on-line service was introduced to address the preference of young people in accessing information on-line. This service also helps combat issues young people may have around stigma in seeking information and/or support and helps them to understand they are not unique in their concerns, giving very straight forward information on managing conditions and making referrals.

Information is available from a wide range of sources and a wide range of media, phone lines, web pages, leaflets, purple pages. The issue being not so much whether the information is available, or the range of media used, but the profile of that information and its effectiveness and subsequently its need when users make it quite clear that a One to One contact at community level is much more desirable. Improved awareness at community level with contact points more community based will deliver better outcomes according to users who have difficulty in engaging in the current system as a result of stigma when engagement is too open and unapproachable.

#### Mental Health Directory

The Staffordshire Mental Health Directory and Helpline is commissioned by CCGs, County Council and Stoke-on-Trent City Council. The helpline is designed to work around services in an individual's own area, typing in a postcode that gives the service user the range of local services available within a radius chosen by them through the mileage limiter. The directory is updated and information checked for accuracy regularly.

The helpline service has been running for ten years and signposts an individual to relevant services. The helpline receives 21000 contacts on average per year. Contact can be via email, telephone, instant messaging or text messaging. Work is currently being undertaken with Assisted Technologies to help create an App that will allow individual's to create their own directory of services. This App will include links to the purple pages and



the Directory. All GP practices have information about the Directory and the Helpline which it is hoped they clearly display, although Members of this working group have been unable to find this information in their local GP surgeries and point out that this is a failing in community working and as a result generates reluctance to engage by those people who find it hard to accept they need help with their as yet unidentified concerns.

The helpline service is an 18+ adult service. Should a child contact them they would be signposted to alternative children's services. It is important that commissioners of such services recognise the impact and bravery it takes for individuals or family representatives to contact services and must make this point of contact more user friendly.

Helpline data is gathered on a monthly basis showing the number of contacts (calls, text message, email or SMS) made within Primary Care Trust (PCT) locations. The data gives a breakdown of calls by: gender, new callers, suicide, age, time and duration of contact.

Following the well published difficulties in the introduction of the 111 telephone service, work was undertaken to simplify the system, including a reduction in the previous 30-40 contact numbers relating to mental health, issues to just 5 numbers. The Directory is one of the 5 remaining contact numbers used by the 111 phone line.

#### Changes

We met with Barbara Wain, Director, Changes, to gain an understanding of the relationship with third sector organisations and highlight any communication issues.

Changes has been running for 27 years and is essentially a peer led organisation, using cognitive behavioural therapy to support an individual actively improving and moving forward. They developed a 12 step recovery programme and used the "wellness wheel" to help produce an action plan to track an individual's progress. Changes promotes an ethos of learning to live with, rather than suffering from a condition. They promoted a positive mental attitude and encouraged an individual to realise their potential.

Changes is promoted through social media, including Twitter and Facebook, in GP practices, through radio and television. Although 60% of users come from referrals, individuals can self-refer. There is no friction or tension between any pre-existing service provisions. If the type of service they provide does not suit an individual they will sign post to alternative services.

Changes is included on the Purple Pages and within the Mental Health Directory. Having met with and been impressed by the Changes service the Working Group explored the prevalence of information available locally about this service. Again we found difficulty in finding details in local GP surgeries although we understand that this information is provided.



This again adds weight to the working group's findings concerning the need for improved community awareness in line with what we see as a One to One contact ethos allowing individuals to feel safe and protected by the process.

### **Crisis Teams**

Crisis care is an area we identified for further investigation in light of anecdotal evidence that it was difficult to access and the transition between crisis and more general provision was challenging, with artificial barriers currently making this transition difficult. The adult implementation plan attempts to overcome these barriers and smooth the transition process.

The children's strategy intention is to ensure that those in crisis receive an appropriate response from all services, whilst the adult strategy works towards understanding how the need for a crisis referral can be avoided, but where a crisis does occur, that a swift and appropriate response is initiated. The adult strategy also states its support for the recently published priorities for change in mental health which aims to ensure that "no one experiencing a mental health crisis should be turned away from services".

Issues arose around the crisis pathway and in particular around differing perceptions of what constitutes a crisis. We are aware that interpretation of a crisis can differ depending on a range of factors and very often for those experiencing mental health problems, and for their families and friends, every incident can be seen as a crisis. There is a need to strengthen understanding of the different tiers of service provision amongst those making referrals, as well as service users, to ensure the appropriate support is accessed. This again refers to our working group's continued theme in this report that closer community working with the need for One to One contact which will instil confidence in the process and the positive outcomes than can be gained.

The Crisis Care Concordat agreement is a national initiative established in 2014 to improve emergency support for people in mental health crisis across the country through a new agreement between police, mental health trusts and paramedics. The Concordat is a bid to drive up standards of care for people experiencing crisis, helping to cut the numbers of people detained inappropriately in police cells, drive out the variation in standards across the country and address the disparity between the profile of mental and physical health.

The Concordat challenges local services to make sure beds are always available for people who need them urgently and also that police custody should never be used just because mental health services are not available. It also stipulates that police vehicles should not be used to transfer patients between hospitals and encourages services to get better at sharing essential need-to-know information about patients which could help keep them and the public safe.



Staffordshire and Stoke-on-Trent's local crisis care concordat was established in December 2014 and available to view on the Department of Health website from 19 December 2014. Staffordshire's concordat can be found at: <http://www.crisiscareconcordat.org.uk/areas/staffordshire/>

The Crisis Resolution and Home Treatment Team is a small part of the crisis concordat providing a time limited intervention of up to 6 weeks.

The Team undertakes four main tasks:

- responding to referrals with a face to face response within 4 hours, to understand the nature of the crisis
- work with individuals with mental health issues who would otherwise be in hospital
- gate-keeping, i.e. managing access to hospital beds making holistic assessment of needs
- working with the inpatients service to help secure early discharge and helping to bridge the gap between community and inpatient services

Very few referrals are made directly by the individual or their family, most referrals being made by health professionals, social care, service professionals or the emergency services.

A 24hr helpline had operated 10 years ago, run by the crisis team, but this had diverted staff from front line services and therefore the helpline had not been an effective use of the Team's time. The calls now came through the Mental Health Helpline with referrals to the Crisis Team made by them.

Members heard that:

- access in-hours was through a single point with individual's seen dependent on the nature of their crisis, either within 4 hours or with an appointment made within 72 hours;
- treatment could be intensive over the short period, with visits everyday where necessary;
- all referrals to the crisis team were responded to, with individuals diverted to alternative services where appropriate;
- everyone's crisis was very different and therefore the right response to that crisis should also be different;
- the Team responded to provide assessments for incidents of self-harm when the individual was discharged from general hospital.

Crisis can mean different things to different people. How people access services and their mental health service pathway is equally as diverse as the nature of an individual's crisis, and is not necessarily through the Crisis Team. The strategies and implementation plans also look at issues around improving understanding of mental health within communities and addressing the misconception over the work of the Crisis Teams whilst being broader in response and not automatically expecting to turn to the Crisis Teams.





Overall there remains issues around: work with the 111 helpline to help them have a better understanding of mental health issues and therefore refer appropriately; developing connectivity between different organisation to help accurate referrals; and ensuring information is accessible in a wide range of locations, including being clearly available in GP surgeries.

### **Social Isolation and Discrimination**

The adult strategy recognises social isolation and discrimination as a barrier to individuals seeking help and in worsening someone's mental health and wellbeing issues. During the Healthwatch engagement sessions, through our discussions with representatives from the North Staffordshire Users Group (NSUG) and from our own experience it is clear that where discrimination exists there is an obligation on us all to work to address this. Both strategies and the adult implementation plans make it explicit that "mental health is everybody's business" and that there is a need to better inform the community, employers and partner organisations to actively tackle discrimination.

Both the NSUG and their equivalent in South Staffordshire, Your Voice, the South Staffordshire Network for Mental Health, worked with service users to help overcome existing barriers to services by either challenging these on the service users behalf or by empowering the individual to challenge the situation themselves. As with Changes, both the NSUG and Your Voice included peer support from service users. They also challenged assumptions made around access to information and looked at alternative ways of communication.

### **Employment**

Both the children's and adult's strategies highlight the positive impact of work on mental wellbeing. The children's strategy points out that young people not in education, employment or training (NEET) report particularly low levels of happiness and self-esteem (Macquarie Youth Index 2010) with 41% of this group reporting having felt suicidal. The adult strategy emphasises the importance of being employed in an individual's recovery process, and that employment improves self-esteem and confidence.

Missing out on paid employment greatly disadvantages an individual's wellbeing. Work is a way of combatting social isolation and loneliness.

Research shows that:

- 73% of people socialise with work colleagues at a weekend
- 55% meet their closest friends at work
- 39% go on holiday with a work colleague
- 1in4 marry or have a long term relationship with someone they met at work

The Making Space Work4You employment project is commissioned by the County Council and CCGs, with approximately £9000 funding from each CCG out of a total budget of £171,000. £100,000 of social investor funding has recently been acquired. The social investor element of the funding is



dependent on outcomes. The Council is in the process of re-commissioning this service.

The main principle of Work4You is that anyone with a mental health condition who expresses a wish to work can receive this service. 75% of individuals are referred to the service through Community Mental Health Teams (with this 75% target being stipulated by the County Council). Once a referral is made the process is rapid, with an individual seen within 5 working days of the referral. Work is undertaken to identify the individual's preferred type of work, produce a curriculum vitae, develop interview skills and apply for jobs. Within 30 days the service aims to have an employment outcome.

Work4You has established a list of employers who are sympathetic and accessible. The Equalities Act states that no organisation should actively discourage those with mental health issues from applying to or being employed by their organisation. There remains a need to educate employers in how to better support those employees with mental health problems. Work4You try to address this and specifically work with employers where an individual is close to, or has been, dismissed to try and address the issues and return or retain the employee in that work place. It is important to show potential employers how an individual can be an asset to them, and research is undertaken on an employer's business needs before they are approached.

Employment is a key priority outcome for the County Council and this project works well to help deliver on this priority. Work4You is one of only 14 national Centres of Excellence for this type of service.

### **Schools**

We are aware that early recognition and intervention is essential in addressing issues and reducing longer term problems and the need for Tier 3 and 4 services. Schools have a vital role to play in this and we wanted to clarify the work being done in our schools, the priority they place on emotional wellbeing and mental health issues and any training needs. Good day to day pastoral work in schools provides lower level support. However more formalised links into schools may be beneficial when further support and/or referrals are needed.

As part of our investigations we visited our local schools to establish the priority they give to this area of work. We also met with representatives from a range of school provisions and specialist officers to identify areas of concern and whether these are effectively addressed within the strategy.

The need for support spiked around areas of transition between early years and reception, primary to secondary and Key Stage 4 to Post-16. A further spike is seen in Year 9, often linked to hormonal changes, changes in friendship groups, body image issues and increased anxiety.



## Guidance/training for schools

Recently published Department for Education (DfE) guidance “Mental health and behaviour in schools, Departmental advice for school staff” gave schools advice in early recognition and guidance on how to tackle a range of issues. There is a wide range of training opportunities available to school’s, from a range of providers such as Entrust including, for example, Tier 4, positive handling and physical restraint and anti-bullying (including tackling the rise in transgender issues). An Emotional Wellbeing Framework Tier 2 catalogue of providers has also been provided to schools, giving details of generic and bespoke services across the County.

Schools managed and accessed services differently dependent on their need, often using their school support systems within cluster groups, including their local special school and/or Pupil Referral Unit (PRU, also known as Short Stay Schools) to help address issues around behaviour management or mental health needs. Schools have autonomy over their own budgets and therefore prioritise their training to meet the needs of their school and current pupil cohort. There is unlikely to be uniformity in the way Staffordshire schools approach this issue, and neither should there be as schools need to be aware of, and address the specific needs of their current student cohort. However awareness of the issues, support in recognition and understanding of services available should be universal.

### Loxley Hall School, Uttoxeter

Loxley Hall School takes boys with Emotional and Behavioural Difficulties (EBD), and included some residential provision. Students at Loxley Hall will be within Tier 3 or 4 where CAMHS services are accessed. With this in mind we heard concerns from the Executive Head teacher around a lack of specialist provision for counselling or mental health support other than that provided from the schools own budget, with much of their training developed in-house through their own experience and networking. The School has an independent Family Link Worker funded by social care, enabling immediate support.

There is a general dissatisfaction with the CAMHS support provided, finding difficulties with communication, and their attendance at meetings being variable and with a concern that the service seemed to have a general lack of understanding of schools. To help tackle these concerns the School intended to employ their own in-house mental health nurse who would work with pupils and their families, building relationships and trust, and enabling programmes to be developed that addressed common issues. Loxley Hall had recently converted to academy status to give them the freedom to use their budget in this creative way.

The need for in-house mental health provision had been established following a report produced by the school which looked at pupil experiences. The results of this report showed pupils had difficulty engaging with CAMHS. Pupils are more able to engage with those significant adults with whom they



have built a relationship and whom they trust. They are less likely to attend meetings and/or engage with unknown individuals for one off meetings or assessments in unfamiliar settings and environments. Having in-house mental health nurse provision allows that individual to build relationships and trust, enabling issues to be more effectively tackled. Alternative work had been undertaken around these issues with third sector organisations such as the NSPCC, however again one off visits didn't allow for the time needed to build relationship and trust, creating difficulties for this intervention to be effective.

Ideally CAMHS support would have a presence in the school as part of the school team. This would allow better understanding, communication and relationship building, avoiding missed appointments and creating a better environment for effective engagement.

Difficulties in transition at Post-16 have been identified by the school and significant work has been undertaken to help address this and support students in gaining and retaining placements.

#### Kettlebrook PRU, Tamworth

The concerns expressed by the Special School Executive Head teacher were largely mirrored by the Headteacher of Kettlebrook PRU. PRUs or Short Stay Schools take students who are not able to access a main stream or special school for reasons such as illness or exclusion. Home tuition is also provided by PRU staff for those pupils who are judged no longer fit for school, with pupils receiving 5 hours home tuition per week.

Similarly to the experiences at Loxley Hall, Kettlebrook PRU also stressed the importance of relationship building in supporting pupils and their families. They too felt having CAMHS within the school team would be hugely beneficial.

As with special schools, PRU staff training tended to be in-house. Induction training for new staff was vital. Staff were also trained in physical intervention. The benefits of mindfulness training had been recognised and was also being rolled out amongst staff.

PRUs had the ability to create time to observe a pupil's mental health and to triangulate the relationship between the school, student and family.

Having PRUs in districts worked well in supporting and working together with cluster group schools.

#### Examples of best practice

There are a number of examples of best practice where mainstream schools have prioritised emotional wellbeing and mental health issues in order to remove the barriers such issues create to learning and to support their students to "survive and thrive" during their time at school.





## Room 21

Set up in Leek High School, Room 21 has been running for ten years, winning a national award in 2010 for its multi-agency working. The concept is to work with young people to overcome barriers to their learning. It provides a safe environment where students can access a range of multi-agency support and is open every day to students and their families, including school holidays.

Having a dedicated non-teaching member of staff is key in enabling time to be given to students, helping understand their concerns and needs and access services and support to help address these.

Unlike the views expressed by the special school and PRU, Room 21 had a very productive, positive and supportive relationship with CAMHS.

## Tamworth Locally Commissioned Services and Multi-Agency Centres

This is a joint project between five Tamworth Headteachers and the Principal of South Staffordshire College (who already have an existing mentoring scheme) in funding the development of five multi agency centres (MACs). The involvement of the College helped in supporting the transition between school and college. The MACs supported the fundamental belief that a student's welfare underpins everything.

The concept of the MACs is around redesigning services to provide funding to create a positive place for pupils to visit. The MACs are at different stages of evolution, however their work is now to focus on a holistic approach to emotional health, delivered through partnership working via a steering group. The Steering Group provides an opportunity for co-ordinators to share good practice and support each other in finding solutions to current issues.

There has been recognition in Tamworth that emotional health is a key issue and the MACs are evidence of this. Again we heard that building trust is essential in understanding a student's concerns/issues and in addressing these. Pooled funding has enabled priority to be placed on an earlier intervention approach which aims to address any issues at tier 1 and 2 and reduce the need for tier 3, hoping to stop the need for tier 3 services within 18 months.

Creative ways of addressing problems within a school have also been explored. For example, Rawlett Academy, one of the 5 Tamworth schools supporting the MACs, organises its tutor groups vertically from ages 11-16 years. This allows relationships and understanding to be built up across the age ranges whilst each pastoral group has just 30-40 new Year 7 pupils each year. Vertical tutor groups are one way in which they ensure there are no "invisible children" within the school.



All those we spoke to in relation to schools agreed on the following issues:

- the importance of having the time and resources to build trust and develop a relationship between the student as well as their family
- the need to avoid new and unfamiliar environments and individuals as far as possible in any assessment and/or treatments- reducing the number of unknown front doors for vulnerable children and their often vulnerable parents and giving a sense of familiarity when accessing services
- the benefits of having CAMHS within schools as part of the team, helping to build a closer working relationship
- the need to have a clear understanding of the range of services available generally and locally, and how to access them

We note that investment in Tamworth was £20,000 for the whole project across the five schools. This funding came from Public Health, Community Safety Partnership (Tamworth Borough Council) and from the County Council. The one-off funding which was provided to schools has been used for capital items such as chairs, tables, decorating, minor building work and plumbing, enabling each MAC to provide a positive place for pupils to visit.

More generally to develop a MAC staffing costs will depend on whether the rooms are staffed full or part time. It may be that a MAC is run on the basis of different services being available at the room on different days, in which case it could be run at no staff cost to the school. To set up a similar resource to that of Room21 would potentially cost about £5,000, with staffing costs term time only being approximately £20,000.

Pupil premium monies give schools extra funding to raise the attainment of disadvantaged pupils from reception to year 11, for children who: are registered as eligible for free school meals, or who had been eligible at any point in the past 6 years; and/or have been looked after for 6 months or longer

For the 2015 to 2016 financial year, funding for the pupil premium has increased. Schools will receive:

- £1,320 per pupil of primary-school age
- £935 per pupil of secondary-school age
- £1,900 per pupil who:
  - has been looked after for 1 day or more
  - has been adopted from care
  - has left care under a special guardianship order, a residence order or a child arrangements order

As part of Priority 2 of the children's strategy, 2f) looks to influence how schools and the Local Authority use pupil premium to fund Tier 2 and other preventative services for their pupils. In the interests of sharing best practice



and transparency, we would recommend that the way the pupil premium is used by different schools to address pupil needs is made clear. We feel strongly that benefits will be seen in using this funding to support the introduction of MACs in every school.

### **North and South Provision of the county and commissioning across all tiers.**

The North and South Staffordshire adult implementation plans are very similar, with the north including Stoke-on-Trent. The actions within the plans show how the strategy will be implemented and the “outcomes” listed will be achieved and how the plan will be measured.

Progress on the implementation is shared with the Commissioning Board and this then feeds into the Health and Wellbeing Board through a RAG rating system in measuring outcomes. A set of Key Performance Indicators (KPIs) sits beneath the plan, with data collected from partners to give a clear picture of how the strategy is being implemented, delivered against the implementation plan and to identify any issues that may exist.

Adult services has a county wide approach, with outcomes agreed between the Commissioner and the CCGs. Delivery is slightly different across the north and south of the county depending on the different levels of investment from the CCGs.

Whilst we met with commissioning managers for children’s services from both the north and south of the county, there is currently no implementation plan to evidence how the strategy will work and the outcomes monitored. This remains a concern.

### **Safe and Strong Communities Select Committee**

Alongside consideration of the Safe and Strong Communities Select Committee concerns over CAMHS waiting lists they also asked what specialist CAMHS post abuse therapeutic services were available for victims of CSE.

The children’s strategy highlights the recent independent enquiry into CSE in Rotherham 1997-2013 which showed that nearly a one third of all victims experienced an emotional wellbeing or mental health difficulty that increased their vulnerability considerably. The strategy states the importance for Staffordshire to fully consider how we assess and respond to children and young people who may be vulnerable to CSE as a result of their emotional wellbeing and mental health or those who have emotional wellbeing and mental health problems as a result of victimisation. Raising the profile of CSE and the link to emotional wellbeing and mental health will be considered as part of the response to working with vulnerable groups. The strategy also



goes on to say that therapeutic interventions offered to victims of CSE should also be considered.

Our work has shown that there is limited post abuse therapeutic services specifically for those who have suffered from CSE. Individuals may be referred to CAMHS as a result of the trauma suffered from CSE but this would be from a broader base, considering the reasons for the individual's vulnerability as well as supporting the trauma suffered. However there is currently no service specifically commissioned to address this issue in South Staffs although there is a counselling service commissioned in North Staffs for young people affected by sexual violence.

There are, however, a number of third sector organisations that offer this type of service, including:

- Sarac – a Burton based service supporting people aged 13 and over who have been affected by rape, sexual abuse, sexual exploitation and domestic abuse
- Savana – a Hanley based service that offers counselling, support and information to anyone that has experienced or is affected by (including supporters and workers) any form of sexual violence including rape, childhood sexual abuse, domestic violence whether recently or in the past

## Community Impact

### Resources and Value for Money

Evidence shows that good mental health and emotional wellbeing underpins everything we do. Early recognition and intervention will enable resources to target and support lower level mental health issues and avoid escalation into higher level and more costly services.

### Equalities and Legal

Tackling the stigma and discrimination associated with mental illness is essential to achieve the Council's priority outcomes for residents to:

- be able to access more good jobs and feel the benefits of economic growth
- be healthier and more independent, and
- feel safer, happier and more supported in and by their community.

The Mental Health Act sets out the rights and responsibilities regarding the treatment of those with poor mental health.

### Risk

Poor mental health and emotional wellbeing impacts on every part of an individual's life chances, with the impact also extending to their family and friends.



## Climate Change

n/a

## Acknowledgements

We would like to thank the following officers who supported the Working Group:

Dawn Jennens	County Commissioner Mental Health
Paul Woodcock	County Commissioner, Children's Wellbeing

**County Councillor David Loades**  
**Working Group Chairman**  
**January 2016**

## Contact Officer/s

Helen Phillips, Scrutiny and Support Officer  
Staffordshire County Council  
Telephone: 01785 276143  
E-mail: helen.phillips@staffordshire.gov.uk

## List of Appendices/Background Papers

### Appendices

- Mental Health Service – Life Journey

### Background papers

- "Mental Health is Everybody's Business " the adult mental health strategy for Staffordshire
- Emotional Wellbeing and Mental Health of Children and Young people from Birth to 18 Years, Integrated Commissioning Strategy 2014-2017, Staffordshire
- 11 August 2014 Healthy Staffordshire Select Committee minutes  
<http://moderngov.staffordshire.gov.uk/ieListDocuments.aspx?CId=871&MId=5128&Ver=4>
- 10 November 2014 Healthy Staffordshire Select Committee minutes  
<http://moderngov.staffordshire.gov.uk/ieListDocuments.aspx?CId=871&MId=5130&Ver=4>
- No Health Without Mental Health, Department of Health 2011  
[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/213761/dh\\_124058.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/213761/dh_124058.pdf)



- Mental Health and Wellbeing in Staffordshire, Insight Team, Staffordshire County Council
- Suicides and injuries undetermined in Staffordshire 2015 update, Mike Calverley, Insight and Intelligence 22 May 2015
- Staffordshire Mental Health Helpline [http://www.brighter-futures.org.uk/mental\\_health/scheme/helpline](http://www.brighter-futures.org.uk/mental_health/scheme/helpline)
- Emotional Wellbeing Framework Tier 2 catalogue of providers







## 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](mailto: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	<b>Great Place to Live</b> 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.  <i>(New item suggested by the Cabinet Member at 5/2/2015 Triangulation)</i>	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 Fox/Catherine Mann	1 June 2015  This item will be come back to PSSC once the results of the consultation are available.	<b>Great Place to Live</b> 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.  <i>(Part of the wider Library review last considered by PSSC on 23 January 2015)</i>	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.	<b>Great Place to Live</b> Support the improvement and development of shared resources such as utilities, highways and technology.	Monitoring progress of delivery  <i>(Carry over from 2014/15 Work Programme)</i>	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.



Item	Date of meeting when the item is due to be considered	Link to the Council's Business Plan	Details	Action/Outcome
Minerals Local Plan Cabinet Member: Mark Winnington Lead Officer: Matthew Griffin	24 July 2015	<b>Great Place to Live</b> Use and maintain our built and natural environment to improve health and wellbeing and strengthen community assets.	To consider the next draft of the Minerals Local Plan, as part of the consultation, following the Planning meeting of 4 June 2015.  <i>(Last considered by the PSSC on 24 April 2014 – following which a working group had been established to produce the select Committee's response to the consultation)</i>	The Select Committee endorsed the Plan and congratulated the officers involved in a good piece of work
Adult and Community Learning Strategy Cabinet Member: Ben Adams Lead Officer: Tony Baines/Theresa McKenna	24 July 2015	<b>Ready for Life</b> Enhance access to high quality family, community and life-long learning	New item	The Select Committee agreed to build a regular opportunity for scrutiny at a point in the annual cycle that allowed for greatest influence and impact in shaping priorities for the future. Members also requested smarter targets be used to allow better self evaluation and scrutiny.
Staffordshire Learning Infrastructure Forecast  Cabinet Member: Ben Adams Lead Officer: Andrew Marsden  (refer to previous	24 July 2015	<b>Ready for Life</b> 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	Members endorsed the SLIF and its approach to planning the necessary infrastructure. They also wish to see an education lead on each district and borough planning committee to ensure that when planning decisions are taken the educational

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Item	Date of meeting when the item is due to be considered	Link to the Council's Business Plan	Details	Action/Outcome
consideration of School Organisation and Capital On 6 March 2015)			2015. <i>(This was last considered on 6 March 2015).</i>	implications are taken into account.
Countryside Estate Management Review Cabinet Member: Mark Winnington Lead officer: Ian Wykes  Page 136	4 September 2015  [This meeting was webcast]	<b>Great Place to Live</b> Use and maintain our built and natural environment to improve health and wellbeing and strengthen community assets. <b>Enjoying Life</b> Strengthen public confidence in the county as a great place to live with lots of opportunities to enjoy life.	Members requested a further update.  <i>( Last considered by PSSC on 18 December 2014)</i>  Arrangements have been made for visits to the Countryside Estate (north) on 17 August and (south) on 29 August. These visits gave an opportunity for members to gain a thorough understanding of the Estate prior to considering the review at its 4 September meeting.	Members gave detailed consideration to the review and the ten options put forward. They supported consideration of options 2,8 and 9. They agreed that option 5 could be supported if the wording was changed to "Transfer the <b>management but retain the ownership</b> of individual sites..." The Select Committee could not support options 3 or 10. A further report will be brought to the October meeting prior to Cabinet decisions on proposals.
School attendance, exclusions and participation Cabinet Member: Ben Adams Lead Officer: Anna Halliday	4 September 2015	<b>Ready for Life</b> Focus on school improvement and providing access to a good education.	New item	Members welcomed the progress made by the Attendance Working Group. They asked for: <ul style="list-style-type: none"> <li>• Clarification on whether mapping current spend on attendance had started;</li> <li>• Examples of specific intervention illustrating priorities</li> </ul>

Item	Date of meeting when the item is due to be considered	Link to the Council's Business Plan	Details	Action/Outcome
Page 137				<p>and principles in the draft document;</p> <ul style="list-style-type: none"> <li>• Comparison national data on exclusions;</li> </ul> <p>They requested their concerns over academy accountability re. attendance be shared with the working group. Further reports were requested on:</p> <ul style="list-style-type: none"> <li>• Attendance Working Group progress, including specific intervention showing how the principles and priorities work in practice;</li> <li>• Post-16 changes and any impact these have on take-up</li> </ul>
<p>The Growth Fund including the work of the Education Trust Cabinet Member: Mark Winnington and Ben Adams Lead Officer: Darryl Eyers, Anna Halliday and Tony Baines</p>	<p>12 October 2015</p>	<p><b>Great Place to Live</b> Create the right conditions to attract and grow business in Staffordshire</p>	<p>To consider the development of the Growth fund projects.</p> <p><i>(Last considered by PSSC on 5 September 2014)</i></p> <p>After discussions at the 29 July triangulation meeting it was agreed that this item would include detail of the Education Trust - previously a separate work programme</p>	<p>The Select Committee welcomed the progress made in relation to the Growth Fund and Education Trust.</p>

Item	Date of meeting when the item is due to be considered	Link to the Council's Business Plan	Details	Action/Outcome
			<p>item to look at the development of the Trust's work and the impact it had made to date.</p> <p>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.</p>	
<p>Libraries in a Connected Staffordshire- Part 4  Mobile and Travelling Library Review  Cabinet Member: Mike Lawrence  Lead Officer - Janene Cox/Catherine Mann</p>	<p>12 October 2015</p>	<p><b>Great Place to Live</b>  Support the improvement and development of shared resources such as utilities, highways and technology.</p>	<p>To consider the results of the consultation on mobile and travelling library service in Staffordshire.</p> <p><i>(Last considered on 1 June 2015 and part of the wider Library review previously considered by PSSC on 23 January 2015)</i></p>	<p>Members congratulated Officers on the thoroughness of the process and their endeavour in amending proposals where appropriate to accommodate results of the consultation.</p> <p>They requested a report in 12 months time to monitor the outcome of the changes.</p>
<p>Countryside Estate Management Review  Cabinet Member: Mark Winnington  Lead officer: Ian Wykes</p>	<p>12 October 2015</p>	<p><b>Great Place to Live</b>  Use and maintain our built and natural environment to improve health and wellbeing and strengthen community assets.</p> <p><b>Enjoying Life</b>  Strengthen public confidence in the county</p>	<p>To consider the reduced option suggestions prior to Cabinet decisions on proposals.</p> <p><i>(Last considered by PSSC on 18 December 2014 and 4 September 2015. PSSC Members also completed visits to</i></p>	<p>The report indicated that the four options now forming the consultation were in line with their 4 September recommendations. This was not the case as option C had not been an option the select Committee had supported.</p> <p>Members requested greater</p>

Item	Date of meeting when the item is due to be considered	Link to the Council's Business Plan	Details	Action/Outcome
		as a great place to live with lots of opportunities to enjoy life.	<i>Countryside Estate sites across the County during August 2015.)</i>	<p>clarity be given to the 4 options to illustrate how they would work, ensuring those taking part in the process fully understand the options under consideration.</p> <p>A further report will come to the Select Committee prior to Cabinet decision in April 2016.</p>
<p>Impact of SEND reforms  Cabinet Member – Ben Adams  Lead Officer – Nichola Cover-Edge</p>	17 December 2015	<p><b>Ready for Life</b>  Focus on school improvement and providing access to a good education.</p>	<p>To consider the impact of the SEND reforms for Staffordshire children.</p> <p><i>(Carried over from the 2014/15 Work Programme)</i></p> <p>Following the 29 July triangulation meeting it was agreed that an initial report be brought outlining the transfer numbers, whilst the more in-depth report come to 4 March meeting</p>	<p>The speed of transfers from SEN Statements to EHCPs had been slower than hoped for, and the Select Committee requested a progress on this issue and the more general development of the SEND reforms in twelve months time.</p>
<p>Pupil Premium Plus Policy  Cabinet Member: Ben Adams  Lead Officer: Sarah Rivers</p>	17 December 2015	<p><b>Ready for Life</b>  Focus on school improvement and providing access to a good education</p>	<p>One of the recommendation 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</p>	<p>The Select Committee noted the difficulties in providing good analytical evidence on Pupil Premium Plus funding until electronic systems are in place and asked for a further report in twelve months time.</p>

Item	Date of meeting when the item is due to be considered	Link to the Council's Business Plan	Details	Action/Outcome
			<p>had been in operating the Pupil Premium Plus Policy</p> <p>Members wish to explore the value of the Pupil Premium in making a difference.</p> <p><i>(The Working Group report was considered by PSSC on 18 December 2014)</i></p>	<p>They also noted the school governor responsibilities relating to looked after pupils and evidencing use of the pupil premium plus funding be noted.</p>
<p>Sportshire Strategy and Major Events Evaluation Cabinet Member – Mark Wainwright Head Officer- Jude Taylor</p> <p>Page 140</p>	<p>17 December 2015</p>	<p><b>Enjoying Life</b> Strengthen public confidence in the county as a great place to live with lots of opportunities to enjoy life.</p>	<p>Following consideration of the Sportshire initiative in 2014 the Select Committee now consider development of the strategy and evaluate the impact of Ironman 2015 and the UK Corporate Games.</p>	<p>Members asked that future evaluation reports include a detailed cost benefit analysis and that any figures used to highlight the success of events should be robust.</p> <p>The negative impact on local communities of Sportshire events was acknowledged and the Select Committee wish to ensure that everything possible is done to mitigate these in future.</p> <p>An evaluation report of the 2017 Ironman event was requested to be brought to a Select Committee meeting approximately three months after the event.</p>
<p>Education Support Services –Commissioning and</p>	<p>22 January 2016</p>	<p><b>Ready for Life</b> Focus on school</p>	<p>Monitoring progress of contract with Entrust to</p>	

Item	Date of meeting when the item is due to be considered	Link to the Council's Business Plan	Details	Action/Outcome
Contract Performance Cabinet Member: Ben Adams Lead officer: Ian H Benson		improvement and providing access to a good education	ensure that it is delivering intended outcomes.  <i>(Previously considered on 5 September 2014)</i>	
School Improvement and Attainment Cabinet Member: Ben Adams Lead Officer: Anna Halliday  Page 141	22 January 2016	<b>Ready for Life</b> 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.  Consideration of attainment is an annual item to brief members on attainment in Staffordshire schools.  <i>(Last considered by PSSC on 5 September 2014)</i>	Members are aware of the focus for future improvements around KS2 and 4, tackling variation in districts and for specific groups such as those receiving FSM and Pupil Premium. Post 16 education provision is under review with a need to improve attainment and a report has been requested to consider the conclusions of the review. It is anticipated that this will be in July 2016.
Relocation of Lichfield Library Cabinet Member: Mike Lawrence Lead Officer: Janene Cox	4 March 2016	<b>Great Place to Live</b> Support the improvement and development of shared resources such as utilities, highways and technology.	new item	
Great War Strategy Cabinet Member: Ben Adams Lead  Officer: Janene Cox	4 March 2016	<b>Ready for Life</b> Enhance access to high quality family, community and life-long learning	new item	
Adult and Community Learning (ACL)	4 March 2016	<b>Ready for Life</b> Enhance access to high	Following consideration of ACL on 24 July the Select	

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: Tony Baines/Theresa McKenna		quality family, community and life-long learning	Committee agreed to build a regular opportunity for scrutiny at a point in the annual cycle that allowed for greatest influence and impact in shaping priorities for the future.	
Progress of the Attendance Working Group Cabinet Member: Ben Adams Lead Officer: Anna Halliday/Sue Coleman	4 March 2016	<b>Ready for Life</b> Focus on school improvement and providing access to a good education.	Item requested by Members following discussion on School attendance, exclusions and participation.  <i>(School attendance, exclusions and participation considered at their meeting of 4 September 2015.)</i>	
Selective Home Education Cabinet Member: Ben Adams Lead Officer: Julie Stevenson	24 May 2016	<b>Ready for Life</b> Enhance access to high quality family, community and life-long learning	Item requested at 22 January meeting where the Select Committee were informed that the part of the SDA covering EHE was under discussion with expected outcomes available from May 2016	
Post-16 changes and impact on take-up, staying on rates Cabinet Member: Ben Adams Lead Officer: Darryl Evers/Tony Baines	24 May 2016  NB following 22 January meeting members wish to consider the outcome of the Post-16 education review.	<b>Ready for Life</b> Enhance access to high quality family, community and life-long learning <b>Ready for Life</b> Focus on school improvement and providing access to a	Item requested by Members following discussion on School attendance, exclusions and participation.  In particular around Maths and English being included in the curriculum for those students who have yet to	



Item	Date of meeting when the item is due to be considered	Link to the Council's Business Plan	Details	Action/Outcome
		good education.	reach Level 2 in these subjects. Members wish to consider what impact this change has to take-up and staying-on rates.  <i>(School attendance, exclusions and participation considered at their meeting of 4 September 2015.)</i>	
Countryside Estate Management Review Cabinet Member: Mark Winnington Lead officer: Ian Wykes Page 143	24 May 2016	<b>Great Place to Live</b> Use and maintain our built and natural environment to improve health and wellbeing and strengthen community assets. <b>Enjoying Life</b> Strengthen public confidence in the county as a great place to live with lots of opportunities to enjoy life.	To consider the 4 options and consultation results prior to Cabinet decisions on proposals.  <i>(Considered by PSSC on 18 December 2014, 4 September &amp; 12 October 2015. PSSC Members also completed visits to Countryside Estate sites across the County during August 2015.)</i>	
Flood Risk Management Cabinet Member: Mark Winnington/Gill Heath Lead Officer: Hannah Burgess	24 May 2016	<b>Great Place to Live</b> Use and maintain our built and natural environment to improve health and wellbeing and strengthen community assets.	To update Members on the Flood Risk Strategy and specifically how Staffordshire would respond should a similar event happen here to that seen in Cumbria during December. To consider the possibility of a Flood Risk summit	

Item	Date of meeting when the item is due to be considered	Link to the Council's Business Plan	Details	Action/Outcome
Executive response to Infrastructure+ - scrutiny of governance and reporting arrangements to Prosperous Staffordshire Select Committee	24 May 2016	<b>Great Place to Live</b> Use and maintain our built and natural environment to improve health and wellbeing and strengthen community assets.		
Shugborough County Museum and Walled Garden Cabinet Member: Mark Winnington Lead Officer: Janene Cox	11 July 2016	<b>Great Place to Live</b> Use and maintain our built and natural environment to improve health and wellbeing and strengthen community assets.		
Impact of SEND reforms Cabinet Member – Ben Adams Lead Officer – Nichola Glover-Edge	tbc	<b>Ready for Life</b> Focus on school improvement and providing access to a good education.	To consider the impact of the SEND reforms for Staffordshire children.  <i>(Following the initial report taken to 15 October 2015 Select Committee)</i>	
Strategic Economic Plan Cabinet Member: Mark Winnington Lead Officer: Darryl Evers	tbc	<b>Great Place to Live</b> Create the right conditions to attract and grow business in Staffordshire.	At their meeting of 5 September 2014 Members 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.	
Car Parking Strategy	tbc	<b>Great Place to Live</b>	Following consideration 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: James Bailey and David Walters		Create the right conditions to attract and grow business in Staffordshire	call-in of the parking strategy by the Corporate Review Committee (9 July 2015) they agreed "that implementation of the Car Parking Strategy be scrutinised following consultation by the Prosperous Staffordshire Select Committee and that the views on implementation be sought from the relevant local district/borough council scrutiny committees"	
Libraries in a Connected Staffordshire- Mobile and Travelling Library – monitor Review outcomes Cabinet Member: Mike Lawrence Lead Officer - Janene Cox/Catherine Mann	tbs (12 months after implementation of the service changes)	<b>Great Place to Live</b> Support the improvement and development of shared resources such as utilities, highways and technology.	To consider the effects of the mobile and travelling library service review implementation.  <i>(Last considered on 12 October, 1 June 2015 as part of the wider Library review previously considered by PSSC on 23 January 2015)</i>	
<b>Working Groups</b>				
Entrust Service Level Agreement Key Performance Indicator Working group Cabinet Member: Ben Adams		<b>Ready for Life</b> Focus on school improvement and providing access to a good education.	Following consideration of Education Support Services – Commissioning and Contract Performance at the 22 January PSSC Members agreed to set up a working	

Item	Date of meeting when the item is due to be considered	Link to the Council's Business Plan	Details	Action/Outcome
Lead Officer: Karen Coker			group to consider the review of KPIs and the information they wished to scrutinise in future.	
Infrastructure + Working Group Cabinet Member: Mark Winnington Lead Officer: James Bailey	8 and 29 July 4 September  <b>Reporting back to Select Committee on 24 May 2016</b>	<b>Great Place to Live</b> 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.	This group has met twice with the third and final meeting being held in September. The Working Group will then report back to the Select Committee.
Working Together to address the impact that HGVs have on Staffordshire roads and local communities  Page 146	<b>Reporting back to Select Committee on 24 May 2016</b>	<b>Great Place to Live</b> 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.  This issue has now been widened to address all Staffordshire roads.  Membership of the Working Group has been agreed	
Emotional Wellbeing and Mental Health Services Working Group Cabinet Member: Alan White Lead Officers: Denise	This Working Group commenced in June 2015  <b>Reporting back to Select Committee on 4</b>	<b>Living Well</b> Enable positive behaviour and support those who need it most, support independence at all ages and for those	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	Mike Worthington is the Select Committee's representative on this Working Group.  The Group has met twice so

Item	Date of meeting when the item is due to be considered	Link to the Council's Business Plan	Details	Action/Outcome
Tolson and Dawn Jennens	March 2016	with disabilities or illness.	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.	far and has meetings scheduled throughout the Autumn. It hopes to report back to Select Committee in December.
<b>Briefing notes/updates and referrals</b>				
Superfast Staffordshire (Broadband) Lead Officer: Paul Chatwin Page 147	July 2015	<b>Great Place to Live</b> Support the improvement and development of shared resources such as utilities, highways and technology. and Create the right conditions to attract and grow business in Staffordshire	At their October 2014 meeting Members requested a further update in six month's time.	Briefing note sent out
A 50 Growth Corridor Cabinet Member: Mark Winnington Lead Officer: Steve Burrows		<b>Great Place to Live</b> 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.  <i>(last considered by PSSC on 7 March 2014)</i>  Following the triangulation meeting of 29 July it was agreed that this should be addressed via a briefing note rather than a stand	

Item	Date of meeting when the item is due to be considered	Link to the Council's Business Plan	Details	Action/Outcome
			alone agenda item.	
Bradwell Lane Cabinet Member: Mark Winnington Lead Officer: Richard Harris  Page 148	12 August 2015 Chairman's informal meeting with Emma Meadon and Sandra Hambleton	<b>Included on the work programme as part of the Petition Scheme process</b>	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.	Following the outcome of the Court Case, which judged that the accident had been caused by driver error, it was agreed that a meeting should be arranged between Emma Meadon, Sandra Hambleton (local member), David Greatbatch (Community Infrastructure Liaison Officer) and the Select Committee Chairman to resolve any outstanding issues.  Select Committee Members will received a briefing paper on the outcome of this meeting at their 4 September meeting.

<b>Membership</b>  Simon Tagg (Chairman) David Loades (Vice-Chairman) Carol Dean Len Bloomer Maureen Compton Tim Corbett	<b>Calendar of Committee Meetings</b> (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
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Ian Hollinshead	17 December 2015, 10.00 am
Geoff Martin	22 January 2016, 10.00 am
Sheree Peuple	4 March 2016, 10.00 am
Mike Worthington	
Rev. Preb. Michael Metcalf (Co-optee)	New municipal year:
Paul Woodhead (Co-optee)	24 May 2016
Candice Yeomans (Co-optee)	11 July 2016
	13 September





Local Members' Interest
Lichfield City North – Caroline Wood
Lichfield City South – Terry Finn
Lichfield Rural East – Alan White
Lichfield Rural North – Janet Eagland
Lichfield Rural South – David Smith
Lichfield Rural West – Martyn Tittley

### **Prosperous Staffordshire Select Committee – 4<sup>th</sup> March 2016**

#### **The Relocation of Lichfield Library**

##### **Recommendation/s**

1. To consider and scrutinise on the proposal to relocate Lichfield Library

##### **Report of Cllr Ben Adams, Cabinet Member for Learning and Skills**

#### **Summary**

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

2. To scrutinise the Outline Business Case for the relocation of Lichfield Library from the Friary to the St. Mary's Heritage Centre in Lichfield town centre.
3. The Library Service welcomes comments from the Prosperous Staffordshire Select Committee which will inform the delegated decision which will be taken in May 2016.

#### **Report**

##### **Background**

4. The Outline Business Case details a proposal to relocate Lichfield Library to the St. Mary's Heritage Centre (Church) in Lichfield, which will enable a disposal of the existing library at The Friary.
5. The Public Libraries and Museums Act 1964 gives the County Council a statutory duty to provide "a comprehensive and efficient library service". The Council is also required to ensure that facilities are available for the borrowing of or reference to books, other printed materials, recorded music and films, of sufficient number, range and quality to meet the requirements of adults and children in the County Council's area. The Council must also encourage adults and children to make full use of library services, and lend books and other printed materials free of charge to those who live, work or study in the area.
6. The way people use libraries is changing and the Library Service has recently completed a review which has resulted in a remodelled library service across Staffordshire.
7. The County Council will continue to manage and deliver the full library service, sharing space where possible with a wide range of partners to facilitate access to extra services.

8. From April 2016, the Library Service will support a range of organisations who will take on the management and delivery of 23 Libraries that communities can manage, develop and localise to meet community need.
9. The proposal for Lichfield Library is therefore considered in the context of reshaping libraries in Staffordshire to ensure a sustainable library service for the future.
10. The project focus is to concentrate the library service in one open plan space reflecting how the service provided is changing. Already libraries are moving away from lending DVDs and CDs, and with increasing numbers of people reading books on their tablets and smart phones, it is likely that the need for space for physical books will decline over time. At the same time there is a need for increased access to PCs and the internet and this requirement needs to be reflected in the design of the new facility. By providing an open plan facility this will enable the Service to improve the visitor experience.
11. Key Drivers for the options appraisal that has been completed include:
  - a. an ambition for a more central location
  - b. a modernised and relevant service
  - c. a reduction in the cost of the backlog of maintenance on the existing building
  - d. efficiency savings achieved through a reduced footprint
  - e. cost effective facilities
12. The St Mary's Heritage Centre offers the following:
  - a. Lower cost than commercially available space
  - b. No repair and maintenance liability for St Mary's Centre and removes the county council from the maintenance back log at the Friary
  - c. Reduced running costs for Staffordshire County Council
  - d. Potential access to third party funding
  - e. A town centre location
  - f. Added value in terms of social and community benefit
  - g. Preservation of a Grade 2\* listed building
  - h. Best value
13. The savings made as an outcome of this exercise will contribute to the MTFs which was agreed at Full Council on, 11<sup>th</sup> February 2016.
14. The Friary site comprises of The Lichfield Library and Records Office and the adjoining Art College with a library car park and landscaped areas. In June 2015 The Art College together with the car park and landscaped area was sold. The purchasers are now in the process of redeveloping the site for residential use.
15. Strategic Property will continue to liaise with developers in respect of the sale of the remaining/existing library building.

16. The project aims to:

- a. Create an accessible, vibrant 21<sup>st</sup> century library that is a flexible community space central to the Lichfield community offering an environment that will enable individuals and communities to access, explore and enjoy reading.
- b. Improve public access.
- c. Support the release of a Staffordshire County Council asset for disposal (The Friary).
- d. Make efficiency savings which will reduce the cost of running the library.
- e. Remove Staffordshire from the maintenance liability associated with The Friary.

**Link to Strategic Plan** – Libraries and Arts contribute to all of the County Council outcomes and sub-outcomes through improving and innovating the service to increase engagement and outcomes

**Link to Other Overview and Scrutiny Activity** – The ongoing transformation of the Library Service has been scrutinised by the Prosperous Staffordshire Select Committee on 25 January 2015, 1 June 2015 and 12 October 2015.

**Community Impact** – A Community Impact will be considered to support the delegated decision to ensure that the council has a full understanding of the impact of a final recommendation and how any negative impact can be can be mitigated to ensure we meet our public sector equalities duty.

#### **Contact Officer**

**Name:** Janene Cox

**Job Title:** Commissioner for Tourism and the Cultural County

**Telephone No:** 01785 278368

**Email:** janene.cox@staffordshire.gov.uk



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