

Notice of Meeting

Education and Skills Board



Date & time
Thursday, 17
September 2015 at
10.00 am

Place
Ashcombe Suite,
County Hall, Kingston
upon Thames, Surrey
KT1 2DN

Contact
Andrew Spragg, Room
122, County Hall, Kingston
upon Thames
0208 2132673

Chief Executive
David McNulty

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This meeting will be held in public. If you would like to attend and you have any special requirements, please contact Andrew Spragg, Room 122, County Hall, Kingston upon Thames on 0208 2132673.

Elected Members

Mrs Liz Bowes, Mr Mark Brett-Warburton (Chairman), Mr Ben Carasco, Mr Robert Evans, Mr Denis Fuller, Mr David Goodwin, Mrs Margaret Hicks, Mr Colin Kemp, Mrs Mary Lewis (Vice-Chairman), Mrs Marsha Moseley, Mr Chris Norman and Mr Chris Townsend

Independent Representatives:

Derek Holbird (Diocese of Guildford), Simon Parr (Diocese of Arundel and Brighton)

TERMS OF REFERENCE

The Committee is responsible for the following areas:

- Performance, finance and risk monitoring for education services
 - Schools and Learning
- Services for Young People (including Surrey Youth Support Service)
 - Special Education Needs and Disability
 - Further Education
 - Early Years
 - Education
- Services to improve achievements for those children in Surrey's care
 - Virtual school
 - School places
 - School transport
- Participation of young people not currently in employment , education or training
 - Apprentices and skills for employment
 - Adult and Community Learning

AGENDA

1 APOLOGIES FOR ABSENCE AND SUBSTITUTIONS

2 DECLARATIONS OF INTEREST

To receive any declarations of disclosable pecuniary interests from Members in respect of any item to be considered at the meeting.

Notes:

- In line with the Relevant Authorities (Disclosable Pecuniary Interests) Regulations 2012, declarations may relate to the interest of the member, or the member's spouse or civil partner, or a person with whom the member is living as husband or wife, or a person with whom the member is living as if they were civil partners and the member is aware they have the interest.
- Members need only disclose interests not currently listed on the Register of Disclosable Pecuniary Interests.
- Members must notify the Monitoring Officer of any interests disclosed at the meeting so they may be added to the Register.
- Members are reminded that they must not participate in any item where they have a disclosable pecuniary interest.

3 QUESTIONS AND PETITIONS

To receive any questions or petitions.

Notes:

1. The deadline for Member's questions is 12.00pm four working days before the meeting (10 September 2015)
2. The deadline for public questions is seven days before the meeting (9 September 2015)
3. The deadline for petitions was 14 days before the meeting, and no petitions have been received.

4 RESPONSES FROM THE CABINET TO ISSUES REFERRED BY THE SCRUTINY BOARD

There are no responses to report.

5 FUNDING SCHOOLS FOR DEPRIVATION

(Pages 1
- 8)

Purpose of the report: Policy Development and Review

This report provides background information on the funding of deprivation within the Surrey schools funding formula. This is currently a contentious issue among headteachers and the subject of a consultation with all schools.

The outcome of the consultation will be discussed at Schools Forum on 1 October and a decision will be made by the Cabinet in October. As a non-executive scrutiny board, the Education and Skills Board is able to make a recommendation to Cabinet or officers to accompany the report on 27 October 2015.

- 6 SCHOOLS AND LEARNING PRIORITIES 2015/16** (Pages 9
- 10)
- The Service will give a brief outline of its priorities for 2015/16.
- 7 SERVICES FOR YOUNG PEOPLE PRIORITIES 2015/16** (Pages
11 - 12)
- The Service will give a brief outline of its priorities for 2015/16.
- 8 APPROACH FOR 2015-16** (Pages
13 - 22)
- The Board is asked to agree its approach for 2015-16
- 9 DATE OF NEXT MEETING**
- The next meeting of the Committee will be held on 22 October 2015 at 10am.

David McNulty
Chief Executive

Published: 9 September 2015

MOBILE TECHNOLOGY AND FILMING – ACCEPTABLE USE

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Education & Skills Board
17 September 2015

Funding Schools for Deprivation

Purpose of the report: Policy Development and Review

This report provides background information on the funding of deprivation within the Surrey schools funding formula. This is currently a contentious issue among headteachers and the subject of a consultation with all schools.

The outcome of the consultation will be discussed at Schools Forum on 1 October and a decision will be made by the Cabinet in October. As a non-executive scrutiny board, the Education and Skills Board is able to make a recommendation to Cabinet or officers to accompany the report on 27 October 2015.

Introduction:

1. Schools are funded on the basis of a locally determined formula, consulted on with all schools but subject to regulations set by the Department for Education (DfE). The majority of schools' funding is based on pupil numbers – a 'Basic Entitlement' per pupil at a rate which varies with the child's age. Local authorities (LAs) also provide schools with a lump sum per school and further targeted funding to reflect the additional costs of pupils with special educational needs (SEN) and other factors. LAs are also obliged to have a formula factor which recognises deprivation.
2. For many years, Surrey operated a 'tiered' deprivation factor whereby schools were provided with extra funding for each child on free school meals, with a higher unit rate payable to those schools with a particularly high incidence of disadvantaged pupils. This was developed following research with Surrey headteachers and governors that highlighted the additional challenges in raising pupil attainment in schools with a high proportion of disadvantaged pupils, often due to low aspirations in the community and lack of involvement in education by parents. The additional funding was used to provide further support including home-to-school link workers and parenting classes. The introduction of this

mechanism was praised by OFSTED inspectors as a 'very helpful addition' which 'targeted areas of greatest need more efficiently'.

DfE Formula Standardisation 2013

- 3 In 2012 the DfE insisted, as part of its requirement for all LA formulae to be simplified, that from April 2013 every deprived pupil in the same sector must be funded at the same level. As Surrey had a tiered formula that funded pupils in some schools at an elevated rate, then it was no longer permitted. The removal of this higher rate impacted significantly on Surrey's disadvantaged schools. Many of these schools were also impacted by the removal of another factor – the Small Schools Subsidy – with potential funding losses threatening their longer term viability.
- 4 A headteacher working group and the Schools Forum considered this issue and proposed that the only way to protect severely disadvantaged schools from the impact of the formula simplification was to raise the deprivation rate for all deprived pupils in all schools. This was acknowledged to be expensive – requiring a sizeable transfer from the Basic Entitlement funding provided to every pupil - but was considered necessary in the interests of stability. Their views were supported in the annual consultation with all schools and an additional £25m was targeted to deprivation. Schools collectively supported the largest transfer of the three options suggested.
- 5 This was a necessary but untidy compromise. Low deprivation schools lost funding (as Basic Entitlement rates reduced in order to fund higher deprivation targeting) and schools with high deprivation still saw their funding reduced compared to the elevated rates they had previously received. It generally benefited the middle-deprivation schools, which hadn't previously qualified for the higher tiered rate.

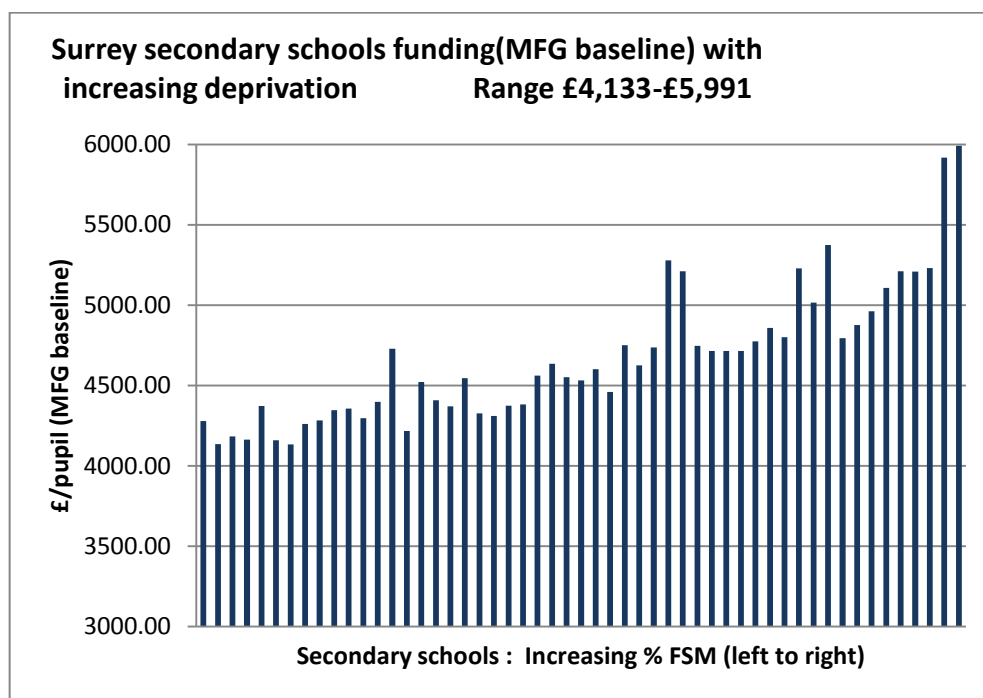
2015 Review of Deprivation Funding

- 6 Surrey currently targets £61m using deprivation indicators. This represents 10.8% of its total schools' formula funding, and is relatively high when compared to the national median of 7.79% and the SE County median of 4.89%. It should be noted however that some LAs (eg some inner London boroughs) have higher overall levels of deprivation and hence are much more highly funded. However, as they have a more uniform distribution of deprivation across their area, they have little need for a large deprivation factor to target additional amounts to specific schools. Surrey in comparison is perceived as a relatively prosperous area and is consequently lowly funded (127th lowest of 150 LAs). In order to adequately fund pockets of deprivation, a larger deprivation 'pot' is required.
- 7 The Government's funding of schools has grown increasingly tight in recent years and no provision for inflation is provided. Headteachers – largely in low deprivation secondary schools – are concerned that too much funding is now targeted to schools with high deprivation. The Schools Forum therefore established a working group of headteachers

from all phases and levels of disadvantage to review current deprivation funding and consider potential options for change from April 2016.

Views of schools with low levels of deprivation

- 8 Schools with low deprivation receive significantly less funding than those catering for high numbers of deprived pupils. The table below shows the per pupil funding of every secondary school in 2015/16. Schools with the least deprivation - measured by numbers of pupils on free school meals (FSM) – are to the left with those schools with higher proportions of disadvantaged pupils to the right. The table shows the extent of the funding difference, with a range of £4,133 to £5,991 per pupil. Although other factors may come into play (eg funding for low prior attainment, English as an Additional Language etc), the majority of the differential is explained by deprivation funding.



- 9 As all schools' budgets face pressures – from inflation, national insurance and pension costs in particular – low deprivation schools are raising concerns about their ability to cope within current funding levels and about the large differential in funding provided to schools with high deprivation. This view is particularly strongly expressed by some headteachers in the secondary sector. Academies are facing other pressures as financial incentives to convert are gradually phased out.

Views of schools with high levels of deprivation

- 10 Schools catering for pupils in areas of high deprivation have highlighted the pressures of driving increased attainment for pupils when facing challenges including a high incidence of workerless families, child protection and safeguarding issues, low levels of qualifications among parents and living in areas of high crime. One headteacher questions, 'What impact will the money to be redistributed have on schools which

are already offering outstanding educations to advantaged students who are gaining high quality outcomes? Will the difference these schools will be enabled to make affect the life chances of the students in the same way that the differences schools working in deprived communities are currently enabled to make?’

Call For Evidence

- 11 As discussions between low and high deprivation schools became polarised and somewhat strained, the Headteacher working group issued a Call for Evidence to all schools, seeking information on the impact of deprivation funding. A summary of responses is in Annex 1.
- 12 The evidence received gave a good general impression of the possible impact of funding changes on schools but was insufficient to allow detailed impact analysis. A significant number of responses merely stated the school’s preference for maintaining or reducing deprivation funding with no evidence of impact and based only on the potential financial benefits to their institution. Consequently the Headteacher working group has felt unable to agree a recommendation to schools in the September funding consultation. The preferred solution – to reinstate Surrey’s tiered deprivation factor – has recently been rejected by the DfE, following further requests. The Schools Forum is therefore proposing that all schools be consulted during September on three options:

That the funding targeted to deprivation be:

1. Maintained at approximately 10.8% of total schools’ formula funding, or
2. Reduced to approximately 7.79% of total schools’ formula funding (ie the national median), or
3. Reduced to approximately 4.89% of total schools’ formula funding (ie the median for south east counties)

Any funding released by reducing deprivation funding will be recycled back into all schools through increases in the Basic Entitlement funding.

Pupil Premium

- 13 Low deprivation schools have expressed concerns that the DfE funded Pupil Premium provided to schools for pupils on free school meals (FSM) may be double-funding high deprivation schools. The pupil premium is intended to represent additional funding to schools and schools are obliged to provide details on its impact to the DfE. Consequently LAs have been discouraged from reducing their own funding of schools as the pupil premium increases.

- 14 Pupil premium was introduced by the DfE in 2011/12. The recommendation by Surrey schools and the Schools Forum to increase Surrey's formula funding for deprivation was made in 2012/13. The total increase in pupil premium funding received by all schools since that decision are as follows:

	Primary sector £m	Secondary sector £m
Increase in pupil premium (2015/16 compared to 2012/13)	9.359	3.804

The reduction in deprivation funding from the current proposals in this consultation would have the following impact on the primary and secondary sectors:

Potential impact of reducing formula deprivation funding:	Primary sector £m	Secondary sector £m
From 10.8% to 7.79%	-9.804	-7.186
From 10.8% to 4.89%	-19.244	-14.107

- 15 For the primary sector, the loss of £9.804m would effectively cancel out the increases in pupil premium.

In the secondary sector, the increase in pupil premium funding since 2012, would only offset just over half of the loss in formula funding for deprivation resulting from a reduction in deprivation funding to the national median of 7.79%.

For both sectors, a reduction to 4.89% would remove funding in excess of that received for pupil premium increases.

Attainment Gap

- 16 The attainment gap between disadvantaged pupils and all pupils has been a cause for concern for successive governments. This gap is higher in Surrey than the national average – across both primary and secondary sectors.

Primary Sector:

Percentage of Pupils at Level 4+ in Reading, Writing & Maths

	Year	All Pupils	Disadvantaged Pupils	Attainment Gap
Surrey	2012	77	57	20
	2013	78	58	20
	2014	82	63	19
National	2012	75	62	13

	2013	75	63	12
	2014	79	67	12

Secondary Sector

Percentage of Pupils achieving 5+ A*-C GCSEs (including English & Maths)

	Year	All Pupils	Disadvantaged Pupils	Attainment Gap
Surrey	2012	64.2	35.3	28.9
	2013	67.5	40.3	27.2
	2014	63.5	37.0	26.5
National	2012	59.4	38.6	20.8
	2013	59.2	41.1	18.1
	2014	53.4	36.5	16.9

Source: DfE LAIT tool

- 17 The above tables indicate that the attainment gap between all pupils and disadvantaged pupils is decreasing nationally and also within Surrey, in both primary and secondary sectors. However it also highlights that Surrey has a consistently higher attainment gap than the national position.

Next steps

- 18 All schools are consulted on changes to the local funding formula on an annual basis and the options for changes to deprivation funding are included within this year's consultation. The deadline for submission of schools' responses is 28 September 2015. Schools Forum will then discuss the responses and make a recommendation to the Cabinet. The Cabinet will make the final decision at their meeting on 27 October 2015.

Report contact: Lynn McGrady, Finance Manager, Funding & Planning

Contact details: 020 8541 9212 Lynn.mcgrady@surreycc.gov.uk

Sources/background papers:

Call For Evidence on Deprivation to schools 2015

DfE Schools Revenue Funding Operational Guidance 2015-16 (revised March 2015)

DfE Schools Revenue Funding Operational Guidance 2016-17 (revised July 2015)

Schools Block Funding Formulae 2015-16: Analysis of Local Authorities'

Schools Block Funding Formulae (DfE March 2015)

Call For Evidence : Summary of Schools' Responses

Summary of activities supported by deprivation funding identified by primary and secondary schools in their responses to the Call for Evidence in June 2015

There were 69 responses to the Call for Evidence within the deadline : 37 secondary schools (70% of total secondaries) and 32 primary schools (11% of total primaries). Of these, 26 cited examples of additional activities needed, or activities needed on a much greater scale, due to the additional needs associated with high levels of deprivation.

The table below shows the main categories of activity identified.

	Number of schools identifying this activity	
	Primary	Secondary
Home liaison /attendance /social care issues/ behaviour		
Home to school link workers/ family support workers	10	7
Parenting classes/parenting support	5	4
Attendance work	3	9
Additional leadership /teacher release time for child protection conferences/social services meetings	7	5
Behavioural issues: Additional leadership capacity, offsite education for learners with challenging behaviour, Inclusion rooms/onsite exclusions, additional lunchtime supervision for behaviour issues	5	9
Emotional literacy support programmes	8	2
Counselling & other social /emotional support	4	7
Additional speech and language therapy, additional educational psychology time, school nurse, careers advice	5	5
Low attainment		
Early intervention work for pupils with low prior attainment	5	
Booster classes, smaller classes, additional vocational options, learning mentors and 1:1 tuition for low attainers; Transition classes for year 7	9	8
Reading recovery/other literacy and numeracy programmes	6	3
Nurture groups	3	5
Recruitment and retention of higher quality teachers	2	1
Miscellaneous		
Breakfast clubs to ensure pupils are fed at start of day	3	1
Homework clubs / out of hours study support centres	4	4
Trips/curriculum enrichment etc	7	3
School uniform	2	2

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Schools and Learning 2015/16



Peter-John Wilkinson
Assistant Director for
Schools and Learning

Our purpose

Our purpose is to ensure that children and young people in Surrey receive a high-quality education suitable to their needs that prepares them for a successful and independent adult life. Within this, we aim to:

- ensure that there is sufficient high quality early education, childcare and support for young children and their families in Surrey. Ensure that there are sufficient good quality local school places to meet the rising local demand
- support Surrey's existing 302 primary, 54 secondary and 23 special schools to deliver good and outstanding education
- ensure that children with special educational needs and disabilities can access high quality provision that meets their needs
- improve educational outcomes for all young people, with a special focus on those who are vulnerable.

For more information on what we do, contact peter-john.wilkinson@surreycc.gov.uk

Our challenges and opportunities

This year we need to continue to expand educational provision for two-year-olds and ensure children's centres offer countywide coverage with the best access where needs are highest. We must deliver a huge school expansion programme to meet rising demand with limited grant-funding. Surrey has a high proportion of good or outstanding secondary and special schools and our primary schools are rapidly following this trend. We need to continue to focus improvement work on schools that fall below good or outstanding and further raise results, especially for children from disadvantaged backgrounds. 2014 legislation requires us to deliver systems change for children with special educational needs and disabilities (SEND), including transferring statements of special educational needs to integrated education, health and care plans and achieving better outcomes for young people into adulthood. We must plan SEND provision that is affordable, aligned to needs and makes the most of state-funded mainstream and special schools. A further challenge in this financial environment is to ensure we continue to support prevention and early intervention work where it most improves children and young people's health, wellbeing and capacity to learn.

Our key actions

We will prioritise five actions for 2015/16 to support achievement of the council's three corporate strategy goals *wellbeing, economic prosperity and resident experience*.

1. Identify an early years offer that delivers £2.7m savings and is targeted to meet needs.
2. Continue to work with property and planning to deliver an additional 2,800 school places for September 2015 and plan for future years.
3. Improve educational outcomes for Surrey children as assessed at age 11 and 16 and reflected in school Ofsted judgements.
4. Implement a special educational needs and disabilities (SEND) strategy and action plan, which reduces costs and spend in services by at least £4m by the end of 2015/16 and improves the satisfaction of families.
5. Improve educational outcomes for vulnerable groups including looked after children, those in need and those attracting pupil premium.

Our budget

The council has an operating revenue budget of £1.7 billion. A capital programme worth £694 million is also planned over the next five years. The chart below shows how Schools and Learning's spending has been allocated for 2015/16.



* Commercial Services is self financing and make a contribution to overheads of £0.9m

** other functions include Virtual Schools and Business Support

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Garath Symonds
Assistant Director for
Young People

Our purpose

Our purpose is for all Surrey young people to be participating in education, employment or training. This includes developing and enhancing their skills, abilities, and personal attributes to improve their lives economically and socially. We will:

- ensure sufficient quality education / training for all young people aged 16-19, and up to age 25 for those with special educational needs and disabilities (SEND)
- support Surrey's 100,000 young people aged 13-19 to participate as well as around 2,500 young people aged 20-24 with SEND
- prevent and reduce youth crime and protect the public
- safeguard and promote the welfare of children in need aged 14-17
- ensure access to sufficient positive activities, including youth work, for the improvement of young people's well-being, personal and social development.

For more information, please contact garath.symonds@surreycc.gov.uk.

Our challenges and opportunities

Services for Young People was reformed in 2012. Our commissioning model saved taxpayers £4.6 million per year, whilst also ensuring some of the best outcomes for young people in England. Over the next five years population growth forecast at 5% will drive an increase in demand for post 16 education, prevention services and support for the most vulnerable young people in Surrey. Finding further savings in this context is tough. We will respond by refocusing our services where they are needed most, implementing our new commissioning model for 2015 to 2020 and our business development strategy to secure the long term sustainability of the service.

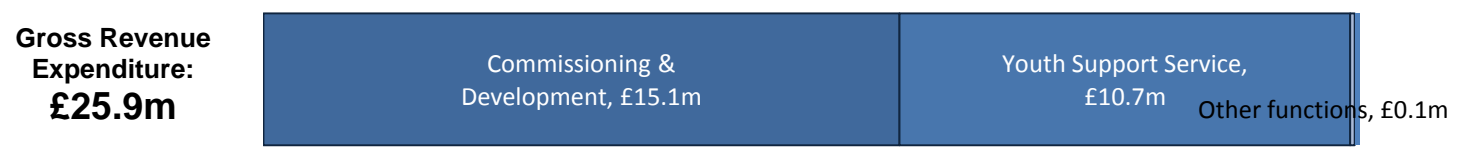
Our key actions

We will prioritise five actions for 2015/16 to support achievement of the council's three corporate strategy goals of *wellbeing, economic prosperity* and *resident experience*.

1. Create opportunities for all 16 and 17 year olds in Surrey to participate in education, training or employment with training and maintain at least 90% in full participation.
2. Manage the transition to education health and care plans for young people with SEND aged 16-25.
3. Work with young people who offend to keep first time entrants to the youth justice system below 200 and work with 300 children in need aged 14-17 years old to keep them safe and help them progress.
4. Commission early help to prevent 7,500 13 to 19 year olds from experiencing negative outcomes such as youth offending, unemployment and homelessness.
5. Save £2.6 million from the service budget, as a result of reduced income of £700k and agreed MTFP savings of £1.9 million, and implement a business development strategy to secure future sustainability for the service.

Our budget

The council has an operating revenue budget of £1.7 billion. A capital programme worth £694 million is also planned over the next five years. The chart below shows how Services for Young People's spending has been allocated for 2015/16.



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Education and Skills Board

17 September 2015

Approach for 2015-16

1. The Board is asked to **agree** its approach for 2015-16 (annexe 1), which has been produced following the forward planning workshop undertaken in July 2015.
2. The Board is asked to **agree** the terms of reference for its performance and finance sub-group (annexe 2). The Board must also decide the membership of this sub-group. The activity of this group will be reported to the full Board at quarterly intervals.
3. The Board is asked to **agree** the terms of reference for the first activity of its Work and Prosperity Team (annexe 3). The initial activity will be reported to the Board on 26 November 2015.
4. The Board will establish the remaining teams and their activities on 22 October 2015 meeting.

Report contact: Andrew Spragg, Scrutiny officer

Contact details: 0208 2132673 andrew.spragg@surreycc.gov.uk

Sources/background papers:

None

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Education and Skills Board

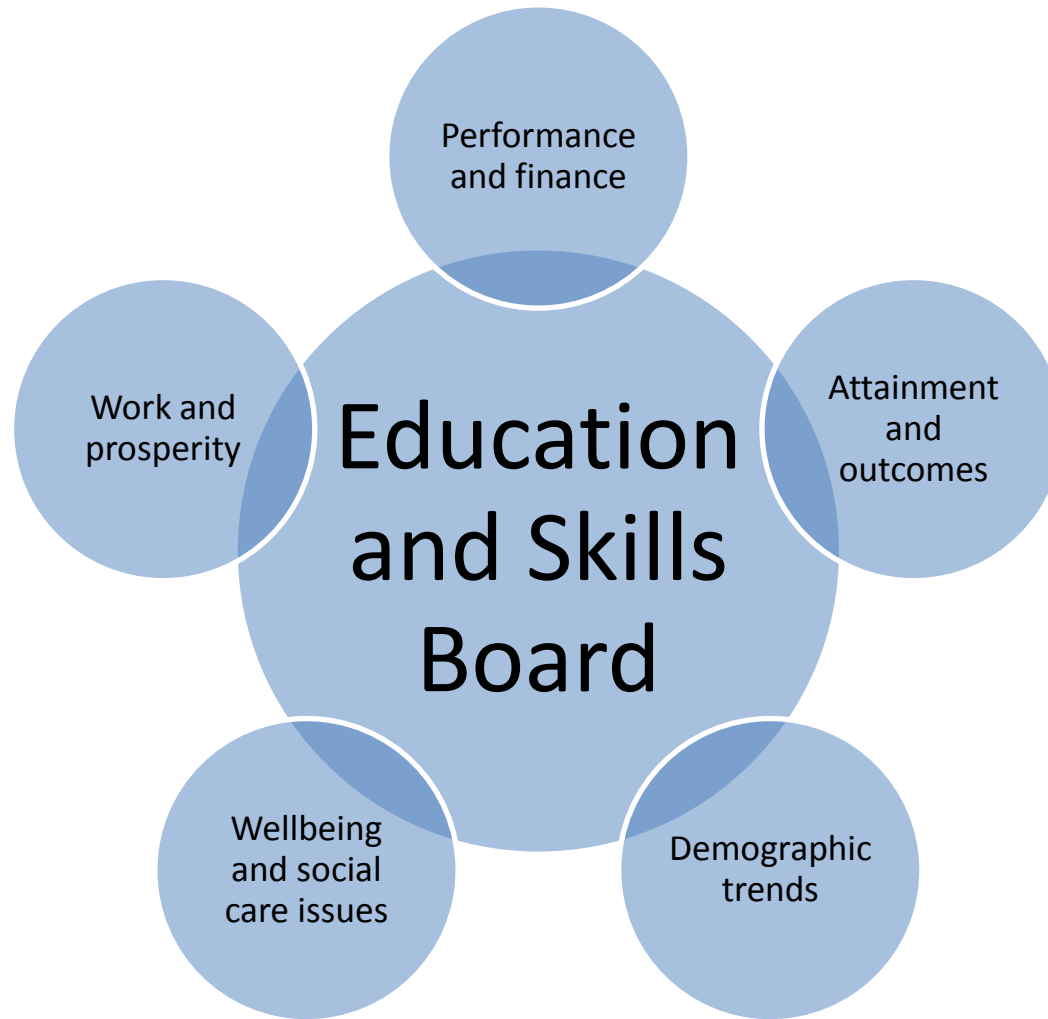
Strategic objective for 2015/16

Our aim: to focus on how life-long educational opportunity in Surrey matches educational needs and aspirations of its residents, and how the Council's strategic goals of wellbeing, economic prosperity and resident experience align in relation to these.

How we will achieve this: The Education and Skills Board will conduct a range of scrutiny inquiries that will focus on the following five key themes:

- **Demographic trends** – School place planning, educational need and trends in the demand for types of provision
- **Work and prosperity** – GCSE choices, career information, advice and guidance, apprenticeships, adult community learning, school leavers
- **Attainment and outcomes** – school results, narrowing the attainment gap, use of pupil premium
- **Wellbeing and Social Care issues** – SEND, children at risk, early help, safeguarding in schools (to include representation from the Social Care Services Board and Wellbeing and Health Scrutiny Board)
- **Performance and Finance** – budget monitoring, using the Council's performance reporting to identify any arising issues (power to refer to other groups)

Each of these groups will have its own terms of reference and report to the Education and Skills Board, which will act as a steering group and central point to collate information.



EDUCATION AND SKILLS PERFORMANCE & FINANCE SUB-GROUP

TERMS OF REFERENCE

Purpose

To carry out detailed scrutiny of in-year budgets, performance and costs of the services within the remit of the Education and Skills Board, and identify options for budget savings and performance improvement.

Membership of the Group

Membership to be drawn from the Education and Skills Board, with the option to appoint Members from other boards where appropriate.

Roles/Functions

- To work with Finance officers to develop a good understanding of the budgets within the Board's remit and identify any further information which might be required.
- To carry out detailed scrutiny of in-year service performance and budgets (including fees and charges).
- To brief the Board, the Leader and Cabinet Members on emerging areas of risk or opportunity as appropriate, and to identify areas requiring further scrutiny.
- To lead the discussion when the issues are discussed by the full Board following publication of the draft Medium Term Financial Plan in November 2015, ensuring that other Members have a good understanding and can make informed decisions.

Frequency of Meetings and Chairing Arrangements

The sub-group will meet on a monthly basis and provide quarterly updates to the Education and Skills Board. The meetings will be held in private, and Members will be bound by the Code of Conduct to ensure that information discussed remains confidential.

The sub-group will determine its own chairing arrangements.

Officer Support

Officer support will be provided by Democratic Services and the Finance Service. Other officers from services will be called upon as appropriate.

All reasonable requests for information by the sub-group will be met by officers in a full and timely manner.

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Scrutiny Board Task and Finish Group Scoping Document

The process for establishing a task and finish group is:

1. The Scrutiny Board identifies a potential topic for a task and finish group
2. The Scrutiny Board Chairman and the Scrutiny Officer complete the scoping template.
3. The Council Overview Board reviews the scoping document
4. The Scrutiny Board agrees membership of the task and finish group.

Review Topic and Task: Work and prosperity – Apprenticeships

Relevant background

<p>The Education and Skills Board has identified work and prosperity as one of its key scrutiny topics for 2015/16. As a starting point it will look at how young people are supported in preparing for employment through apprenticeships.</p>

<p>The Government has set a national target of 3 million apprenticeships between 2015-2020. Employers are given incentives to offer apprentice positions, and there are a range of national reporting measures. The 2015 Queen’s Speech also gave indication that public sector bodies will be required to employ apprentices, and new targets will be introduced to support this.</p>
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<p>Surrey County Council supports young people and employers in delivering apprenticeships through the Leader’s Ready for Work scheme. This has been highlighted by the LGA as an example of how local authorities can support people towards work. The Council also runs its own apprenticeship scheme, offering a number of positions across the Council’s services.</p>
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Why this is a scrutiny item

<p>The Council’s corporate strategy for 2015-2020 has economic prosperity as one of its strategic goals. One of the actions to help achieve this goal is to “support young people to participate in education, training or employment.” By reviewing the apprenticeship scheme, and how apprenticeships are delivered across the county, the Scrutiny Board will gain insight into what is done, and what else could be done, to support this strategic goal.</p>

What question is the task group aiming to answer?

The Task Group will aim to answer four key questions:

- How does the Council support the Government's target of 3 million apprentices in 2015-2020?
- What are young people and their families' views of apprenticeships?
- What are employer's views of apprenticeships?
- What are the views of training providers and schools?
- How do apprenticeships support young people and help them develop the skills required for the workplace?

Aim

To develop a comprehensive understanding of how apprenticeships support young people and employers in Surrey, and how the Council is supporting young people towards work through apprenticeship schemes.

Objectives

- Review the number of employers and apprenticeship schemes available in Surrey in order to understand the different schemes on offer;
- Seek a range of views from both young people and employers about these schemes;
- Identify the career paths young people undertake following completion of apprenticeships and the skills they develop; and
- Identify any gaps, either in terms of the employment market or the aspirations of young people.

Scope (within / out of)

The work undertaken will focus on schemes that meet the minimum required standards for apprenticeships, as defined in the Statement of Apprenticeship Quality. This includes both intermediate and advanced apprenticeships. This means apprenticeships that:

- are for a minimum length of 12 months
- include 280 hours guided learning
- employs an apprentice for 30 hours a week
- provide training to level 2 in Maths and English
- secures an apprenticeship agreement between the employer and apprentice
- adheres to the Specification of Apprenticeship Standards for England (SASE)

Any of other workplace qualification schemes will be considered out of scope for this task, but may be subject to a future scrutiny task if deemed necessary.

Outcomes for Surrey / Benefits

This piece of scrutiny work will explore one of the ways the Council supports young people to participate in education, training or employment. It will and make recommendations about possible areas for future policy development, including:

- what factors influence employers and young people in relation to apprenticeship schemes;
- how young people and families are directed to apprenticeship opportunities;
- how services are delivered to ensure high levels of participation, and how this can contribute towards economic prosperity across Surrey.

Proposed work plan

It is important to clearly allocate who is responsible for the work, to ensure that Members and officers can plan the resources needed to support the task group.

Timescale	Task	Responsible
September 2015	Early analysis of apprenticeship data and identification of key witnesses	Task Group Chairman/Officers
October 2015	Witnesses Sessions – <ul style="list-style-type: none">- Young People and Families- Training Providers- Employers- Schools	Task Group
November 2015	Initial findings reported back to Board	Task Group

Witnesses

- Young People and Families (including those who have chosen not to undertake apprenticeships)
- Training Providers
- Employers
- Schools (apprenticeship data will enable Task Group to identify schools with the highest number of young people undertaking apprenticeship and the lowest)

Useful Documents

'A Parent's Guide to Apprenticeships', Department for Education, July 2015 - <https://www.gov.uk/government/publications/a-parents-guide-to-apprenticeships>

'Apprenticeships: Resources for teachers and advisers', Department for Education, August 2015, <https://www.gov.uk/government/collections/apprenticeships-resources-for-teachers-and-advisers>

'Local authority schemes supporting people towards work: An independent report for the Local Government Association', National Institute of Economic and Social Research, January 2015
<http://www.local.gov.uk/documents/10180/11309/NIESR+independent+analysis+ouncil+led+schemes+to+support+people+towards+work+JAN+2015.pdf/0250422e-0c9c-4df5-9e90-3b8aff91f2e6>

Potential barriers to success (Risks / Dependencies)

There are no direct financial or reputational risks as a result of undertaking this work. However, due care and consideration will be exercised in order to ensure public money and resources are being used effectively. The scoping document reduces this risk by defining key outcomes, and ensuring the task is a focussed activity.

This work is dependent on the engagement of key partners.

Equalities implications

The task being undertaken has no direct equalities implications.

Any recommendations that are made as result of this work should give due consideration to likely equalities implications.

Task Group Members	
Co-opted Members	
Spokesman for the Group	
Scrutiny Officer/s	