


## Notice of Meeting

# Children, Families, Lifelong Learning and Culture Select Committee



<u>Date and Time</u>	<u>Place</u>	<u>Contact</u>	<u>Web:</u>
Monday, 12 June 2023 10.00 am	Council Chamber, Woodhatch Place, 11 Cockshot Hill, Reigate, Surrey, RH2 8EF	Julie Armstrong, Scrutiny Officer  julie.armstrong@surreycc.gov. uk	<a href="https://www.surreycc.gov.uk/council-and-democracy">Council and democracy Surreycc.gov.uk</a>  <b><u>Twitter:</u></b> <a href="https://twitter.com/SCCdemocracy">@SCCdemocracy</a> 

### **Committee/Board Members:**

Fiona Davidson (Chairman), Jonathan Essex, Bob Hughes, Jennings-Evans, Rachael I Lake, Bernie Muir, John O'Reilly, Parr, Quddus, Sugden, Tear, Tilling, Townsend, Chris Townsend (Vice-Chairman), Webster (Vice-Chairman) and Fiona White

If you would like a copy of this agenda or the attached papers in another format, e.g. large print or braille, or another language, please email Julie Armstrong, Scrutiny Officer on [julie.armstrong@surreycc.gov.uk](mailto:julie.armstrong@surreycc.gov.uk).

This meeting will be held in public at the venue mentioned above and may be webcast live. Generally the public seating areas are not filmed. However, by entering the meeting room and using the public seating area or attending online, you are consenting to being filmed and recorded, and to the possible use of those images and sound recordings for webcasting and/or training purposes. If webcast, a recording will be available on the Council's website post-meeting. The live webcast and recording can be accessed via the Council's website:

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

If you would like to attend and you have any special requirements, please email Julie Armstrong, Scrutiny Officer on [julie.armstrong@surreycc.gov.uk](mailto:julie.armstrong@surreycc.gov.uk). Please note that public seating is limited and will be allocated on a first come first served basis.

## **AGENDA**

### **1 APOLOGIES FOR ABSENCE AND SUBSTITUTIONS**

### **2 MINUTES OF THE PREVIOUS MEETINGS: 2 MARCH 2023**

(Pages  
7 - 16)

To agree the minutes of the previous meeting of the Children, Families, Lifelong Learning and Culture as a true and accurate record of proceedings.

### **3 DECLARATIONS OF INTEREST**

All Members present are required to declare, at this point in the meeting or as soon as possible thereafter:

- I. Any disclosable pecuniary interests and / or
- II. Other interests arising under the Code of Conduct in respect of any item(s) of business being considered at this meeting

#### **NOTES:**

- Members are reminded that they must not participate in any item where they have a disclosable pecuniary interest
- As well as an interest of the Member, this includes any interest, of which the Member is aware, that relates to the Member's spouse or civil partner (or any person with whom the Member is living as a spouse or civil partner)
- Members with a significant personal interest may participate in the discussion and vote on that matter unless that interest could be reasonably regarded as prejudicial.

#### **4 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 (*6 June 2023*).
2. The deadline for public questions is seven days before the meeting (*5 June 2023*).
3. The deadline for petitions was 14 days before the meeting, and no petitions have been received.

The public retain their right to submit questions for written response, with such answers recorded in the minutes of the meeting; questioners may participate in meetings to ask a supplementary question. Petitioners may address the Committee on their petition for up to three minutes. Guidance will be made available to any member of the public wishing to speak at a meeting.

#### **5 CHAIRMAN'S COMMENTS**

For the Chairman to provide any updates and comments to the Committee.

#### **6 ACTIONS AND RECOMMENDATIONS TRACKER AND FORWARD WORK PLAN** (Pages 17 - 44)

To review the actions and recommendations tracker and forward work programme, making suggestions for additions or amendments as appropriate.

#### **7 CHILDREN WITH DISABILITIES AND SHORT BREAKS** (Pages 45 - 70)

To review the current short breaks offer and the practice and performance, priorities, and improvement progress of the Children with Disabilities Service since its 2021 review.

#### **8 REPORT OF THE ADULT LEARNING AND SKILLS TASK GROUP** (Pages 71 - 184)

To provide the findings and recommendations of the Adult Learning and Skills Task Group, set up to consider what changes to adult learning and skills policy and provision would meet the economic and social needs of the community and deliver relevant environmental commitments.

- 9 HOME TO SCHOOL TRANSPORT ASSISTANCE UPDATE** (Pages 185 - 204)
- To receive an update on what progress has been made against the recommendations made in December 2022 by the Select Committee, the Learning Review and Family Voice Surrey, and what changes have been made to enhance the customer experience for September 2023.
- 10 ADDITIONAL NEEDS AND DISABILITIES MONITORING** (Pages 205 - 210)
- To receive an updated report on progress made towards and barriers against achieving the recommendations for the Inclusion and Additional Needs Partnership Strategy agreed by Select Committee in December 2022.
- 11 CHILDREN'S HOMES - OFSTED REPORTS PUBLISHED SINCE THE LAST MEETING OF THE SELECT COMMITTEE** (Pages 211 - 254)
- To review new Ofsted reports on Surrey County Council-run Children's Homes, received as part of the communications plan in Children's Services agreed in 2022.
- 12 PERFORMANCE OVERVIEW** (Pages 255 - 266)
- To review the latest performance information for Children, Families and Lifelong Learning.
- 13 DATE OF THE NEXT MEETING**
- The next public meeting of the committee will be held on Thursday, 20 July 2023.

**Joanna Killian**  
**Chief Executive**

Published: Sunday, 4 June 2023

## **MOBILE TECHNOLOGY AND FILMING – ACCEPTABLE USE**

Members of the public and the press may use social media or mobile devices in silent mode during meetings. Public Wi-Fi is available; please ask the committee manager for details.

Anyone is permitted to film, record or take photographs at Council meetings. Please liaise with the committee manager prior to the start of the meeting so that the meeting can be made aware of any filming taking place.

The use of mobile devices, including for the purpose of recording or filming a meeting, is subject to no interruptions, distractions or interference being caused to any Council equipment or any general disturbance to proceedings. The Chairman may ask for mobile devices to be switched off in these circumstances.

Thank you for your co-operation.

## **QUESTIONS AND PETITIONS**

Cabinet and most committees will consider questions by elected Surrey County Council Members and questions and petitions from members of the public who are electors in the Surrey County Council area.

### **Please note the following regarding questions from the public:**

1. Members of the public can submit one written question to a meeting by the deadline stated in the agenda. Questions should relate to general policy and not to detail. Questions are asked and answered in public and cannot relate to “confidential” or “exempt” matters (for example, personal or financial details of an individual); for further advice please contact the committee manager listed on the front page of an agenda.
2. The number of public questions which can be asked at a meeting may not exceed six. Questions which are received after the first six will be held over to the following meeting or dealt with in writing at the Chairman’s discretion.
3. Questions will be taken in the order in which they are received.
4. Questions will be asked and answered without discussion. The Chairman or Cabinet members may decline to answer a question, provide a written reply or nominate another Member to answer the question.
5. Following the initial reply, one supplementary question may be asked by the questioner. The Chairman or Cabinet members may decline to answer a supplementary question.

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**MINUTES** of the meeting of the **CHILDREN, FAMILIES, LIFELONG LEARNING AND CULTURE SELECT COMMITTEE** held at 10.00 am on 2 March 2023 at Committee Room, Woodhatch Place, 11 Cockshot Hill, Reigate, RH2 8EF.

These minutes are subject to confirmation by the Committee at its meeting on Thursday, 25 May 2023.

**Elected Members:**

- \* Liz Bowes (Chairman)
- \* Fiona Davidson
- \* Jonathan Essex
- Tim Hall
- \* Robert Hughes
- \* Rebecca Jennings-Evans
- \* Rachael Lake
- \* Michaela Martin
- \* Mark Sugden
- Liz Townsend
- \* Chris Townsend (Vice-Chairman)
- \* Jeremy Webster (Vice-Chairman)
- \* Fiona White

**Co-opted Members:**

- \* Mr Simon Parr, Diocesan Representative for the Catholic Church
- Mrs Tanya Quddus, Parent Governor Representative
- Mr Alex Tear, Diocesan Representative for the Anglican Church, Diocese of Guildford

**1/23 APOLOGIES FOR ABSENCE AND SUBSTITUTIONS [Item 1]**

Apologies were received from Tanya Quddus.

*Fiona Davidson arrived at 10:02am.*

**2/23 MINUTES OF THE PREVIOUS MEETINGS: 15 DECEMBER 2022 [Item 2]**

The minutes were agreed as a true record of the meeting.

**3/23 DECLARATIONS OF INTEREST [Item 3]**

None received.

**4/23 QUESTIONS AND PETITIONS [Item 4]**

1. One public question was received about the digital record-keeping system known as the Single View of a Child Integrated System (SVOAC), from Kate Goode and Leanne Henderson of Family Voice Surrey. A response to this question has been attached to these minutes. No supplementary question was asked.

**5/23 CHAIRMAN'S COMMENTS [Item 5]**

1. The Chairman commended the hard work and commitment of staff whom Members had met on visits to quadrants in Walton and Woking.

*Fiona White arrived at 10:05am.*

**6/23 ACTIONS AND RECOMMENDATIONS TRACKER AND FORWARD WORK PLAN [Item 6]**

**Key points made in the discussion:**

1. A Member queried who held the remit of children's mental health services (Mindworks). The Scrutiny Business Manager explained it fell under health scrutiny and the approach being taken was for the Adults and Health Select Committee (AHSC) to host meetings, with Members of this Committee joining relevant items to ask questions and contribute to recommendations.
2. Members commented that they would prefer to bring Mindworks' witnesses and performance data before their own committee. The Cabinet Member for Education and Learning added she recognised that ASHC was the statutory committee for scrutiny of a health partner, though 'Partnership work to secure support for children and young people's mental health and well-being' was said to need improvement in the 2022 ILACS (Inspecting Local Authority Children's Services) report.

Actions/ requests for further information:

1. Democratic Services to include actions in relation to Mindworks made at AHSC meetings in the Children, Families, Lifelong Learning & Culture (CFLLC) Select Committee's actions tracker for ease of reference.

**7/23 ADDITIONAL NEEDS AND DISABILITIES MONITORING [Item 8]**

**Witnesses:**

Clare Curran, Cabinet Member for Education and Lifelong Learning  
Rachael Wardell, Executive Director – Children, Families and Learning  
Liz Mills, Director – Education and Lifelong Learning  
Julia Katherine, Assistant Director – Inclusion and Additional Needs

**Key points made in the discussion:**

1. The Assistant Director informed the Committee that all its recommendations were incorporated into the strategy that was agreed by Cabinet in January 2023. An easy-read version had been commissioned and the first webinar for families would be



broadcast in April. Performance indicators against strategy priorities would be reported to the Committee regularly and include health indicators and timeliness of Education Health and Care needs assessments.

2. A Member voiced concern about the Council's ability to meet its Safety Valve Agreement obligations without the required capital investment, after it was awarded a fraction of what it bid for (£8m of £56m). The Executive Director stated the Safety Valve Agreement currently remained on track but the agreement's terms had assumed that bids would be successful. The Council was in a dialogue with the DfE about the Government's under investment. The Executive Director was not optimistic more funding would be forthcoming in the short-term and, in this instance, the agreement would therefore need to be relaxed. The special free school announced this week would help, but did not close the gap.
3. The percentage of Education Health and Care Plans (EHCPs) due in January 2023 that were completed on time (within 20 weeks) was two per cent. A Member asked when the 70 per cent target would be reached. The Director for Education and Lifelong Learning said the latest figure was 10 per cent and they aimed for 60 per cent by the next Committee meeting in May. Delays were caused by professional assessments. The Assistant Director reported special educational needs teams were now almost fully staffed and were writing around 2,000 new EHCPs a year. These were done in-house; a lot of quality assurance would be required if external agencies were used.
4. The EHCP assessment process was taking an average of 142 days to complete, against a target of 112 days (i.e. phase 2). At its worst it was 226 days (December 2022). Every case over 40 weeks had been looked at and, the 138 that took between 40 and 50 weeks all involved an additional complication.
5. A Member asked if the practice of parents funding their own Educational Psychologists should be encouraged. The Executive Director said that could result in a significant injustice in the system and the Code of Practice expected Educational Psychologist (EP) advice to be commissioned by the local authority. The Assistant Director conveyed that only 12 higher education institutions in the country trained EPs; the University of Surrey was not one of these. Surrey County Council had trainees on placement each year and had employed eight supervised assistant EPs, on the Committee's suggestion. The Department for Education's (DfE) *SEND and Alternative Provision Improvement Plan* includes training 600 more educational psychologists (EPs) across the country, to start by 2025.
6. A Member enquired how schools were supported during the period waiting for assessment to avoid disruption to children.

The Assistant Director stated support for schools was commissioned from Schools Alliance for Excellence (SAfE) and from the specialist schools' Specialist Teachers for Inclusive Practice (STIPs). EHCPs were only for children with the most significant needs and sometimes an assessment was not required when Ordinarily Available Provision could meet a child's needs.

7. A Member was pleased the Council had committed to working with Family Voice Surrey to develop the parent portal, which would allow parents access to their child's records via the Single View of a Child Integrated System.
8. Of Surrey's 12,000 EHCPs, the primary need of 141 children was a hearing impairment and 24 of these (17 per cent) were educated outside of the county. These were likely to have a complexity of other needs requiring a more specialist placement. A Member asked if there was sufficient provision for visually impaired children following the closure of a specialist unit at George Abbot School and if there were plans for a specialist sixth form unit at Woking College. A written response was offered.

**Actions/requests for further information:**

1. The Director of Education and Lifelong Learning to provide how many of Surrey's children are blind / visually impaired and what proportion of these are being educated out of county, and share if there are / were plans for a new specialist unit in Surrey.
2. The Director of Education and Lifelong Learning to clarify if the average 142 days to complete the EHCP process in Surrey refers to working days or calendar days.
3. The performance sub-group to check progress towards 60 per cent of new EHCPs completed in time, at their meeting on 11 May 2023.

**Recommendations**

1. That Members of CFLLC Select Committee monitor the capital expenditure related to the Safety Valve Agreement via the Budget Task Group.

(Owners: Liz Bowes and Jeremy Webster)

**8/23 CHILDREN'S SOCIAL CARE WORKFORCE [Item 7]**

**Witnesses:**

Sinead Mooney, Cabinet Member for Children and Families

Rachael Wardell, Executive Director – Children, Families and Learning

Catherine Watkins, Assistant Director for South East Quadrant

Anasia Teete, HR People Business Partner

**Key points made in the discussion:**

1. The Department for Education (DfE) annual workforce census showed that nationally, social workers quitting their posts annually had risen by 40 per cent in five years. The number of leavers was greater than starters for the first time since the census began in 2017. The Assistant Director observed the Council had benchmarked salaries against neighbouring authorities and found although its base salary was reasonably competitive, its retention package was lower than elsewhere.
2. The complexity of cases since Covid had worsened retention. Workers moving to agencies was an issue, but people were also leaving the profession, both of which resulted in an increase of caseloads for those remaining. The cost of housing in Surrey had a significant impact and a comprehensive key worker housing scheme was not being offered, meaning many workers commute and have high petrol costs. A Member thought that if the Government made agency working difficult it could lead to more leaving the profession.
3. A Member remarked on the importance of competitive salaries amid a national staff shortage, when one third of the Council's social workers were not permanent. A review of foster care pay had resulted in it being aligned with neighbouring authorities, enabled by extra money in the budget, agreed at January 2023 Cabinet. It was suggested the equivalent was required for Surrey's social workers, a quarter of whom were leaving each year.
4. It was noted the 2023/24 budget includes £1.6m funding for a retention payment scheme, an apprenticeship scheme and ASYE (Assessed and Supported Year in Employment) training. A Member asked how much was needed for the proposals outlined in the report to Committee. A business case was due to be presented to the CFL Assurance and Performance Board in April 2023.
5. The Executive Director remarked that a sufficiency programme was delivering children's homes in county and the family safeguarding model emphasised keeping children with their birth families whenever safe; these policies contributed to reducing social workers' workload.
6. The Executive Director recognised the importance of creating a non-discriminatory environment and better supporting social workers who encounter discrimination. Many had experienced direct and indirect racism from both colleagues and families

they work with. A Council-wide bullying and harassment policy had been approved by the People, Performance and Development Committee.

7. A Member remarked that the £0.1m budgeted for the apprenticeship scheme funded four apprentices and should be expanded. The HR People Business Manager said there were budgetary constraints.
8. A Member repeated that children's social care should be a budgetary priority for the Council as a whole and should allow for virements rather than being constrained to a budget envelope. The Cabinet Member for Education and Lifelong Learning stated the budget had already been set for 2023/24 and had allocated Children's Services a £28m increase on the previous year.
9. A Member highlighted the absence of a key worker housing scheme. A paper on housing due at Cabinet in March 2023 identified key worker housing as deficient in Surrey. A Member professed support for using the Council's former care home in Caterham for this purpose.
10. The Council did not have a structured exit survey process before Children's Services introduced one. The Assistant Director acknowledged that face-to-face exit interviews would be more beneficial than the current practice of sending a link to an online survey, and agreed this may be better conducted by a colleague of the leaver rather than their line manager.
11. A Member relayed that the process of recruiting locums was held up by Connect2Surrey's slow pace. The Assistant Director stated she was aware of challenges but reported more success with Connect2Surrey than the previous provider. They were aware of a low conversion rate from CVs to appointments and would seek to analyse it. Job adverts could be refined according to area and recruitment events were being localised to quadrants. A 'return to social work' scheme was being put together.
12. Asked what would make social workers' work lives easier, the Assistant Director responded with some examples: parking, a defined desk space, increased access to pool cars, more administrative support and reduced duplication of forms.
13. Social worker assistants and admin support embedded in local teams were both being considered. A Member suggested administrators who have developed experience of the sector could then be encouraged to do the *Step Up to Social Work* programme (for graduates without a social work degree).
14. A Member asked if, as espoused by MacAlister's *Independent Review of Children's Social Care*, there should be a greater

focus on family support workers, the number of which was reduced in a former restructure. The Assistant Director indicated social workers in family safeguarding had the support of a multidisciplinary team.

15. A Member enquired if amalgamating children in need and child protection work had made the job too difficult. The Executive Director explained they would be very unlikely to separate the roles because the level of support needed by families fluctuated as they went in and out of crisis and continuity was needed.

### **Recommendations:**

The Select Committee welcomes the Children, Families and Lifelong Learning directorate's aim of having 85 per cent permanent social workers. To reach this position, the Committee proposes the following:

1. The Committee fully supports the proposal of a market rate supplement of £5,000 per annum for all social workers in Family Safeguarding teams and Independent Reviewing Officer roles. It recommends that the Council matches the salary package for children's social workers offered by neighbouring local authorities, and undertakes annual salary benchmarking to ensure this package, both monetary and non-monetary, remains competitive (Lead Member: Cabinet Member for Children and Families);
2. An action plan with SMART criteria to achieve the aforementioned 85 per cent is developed and shared with the Committee, including a timeline and target date by which to achieve this goal (Lead Member: Cabinet Member for Children and Families);
3. Key worker housing is included as a deliverable in the Cabinet report *A Housing, Accommodation and Homes Strategy for Surrey* for decision in March 2023 (Lead Member: Cabinet Member for Children and Families);
4. The Cabinet Member(s) and Directorate Leadership make immediate efforts to investigate the scope of issues of discrimination and bullying in Children's Services reported in exit interviews and to the Select Committee, and take action to address these issues;
5. The Cabinet Member for Children and Families, Cabinet Member for Finance and Resources and the CFLL Assurance and Performance Board give consideration to the following initiatives, outwith the 2023/24 budget envelope where necessary, to help recruit and retain social work staff:
  - (a) Ensure a face-to-face exit interview is offered to every single leaver. These could be with a colleague of the leaver's choice;
  - (b) Look at ways to make Connect2Surrey more efficient and communicate with managers more swiftly;
  - (c) Provide administrative support to social workers;

- (d) Create a clear route for family support workers and administrators to step up to social work, with training suggested at their annual performance review;
- (e) The Committee supports the plan to reinstate the annual car user lump sum for upkeep of cars assigned to business use, and recommends also investing in more pool cars for visits to families out of county, exploring the use of electric vehicles to reduce the Council's carbon footprint;
- (f) On taking control of on street parking enforcement in April 2023, provide front line and peripatetic social workers with parking permits for use on Council business;
- (g) Take action to ease parking constraints experienced by social workers at Surrey County Council offices;
- (h) Assign sufficient desk space to social workers in Surrey County Council offices;
- (i) Create an assistant team manager role to help supervise extended teams;
- (j) Offer support to international employees to help adjust to cultural differences;
- (k) Encourage local universities to make a statutory service placement a mandatory part of the social work degree;
- (l) Review if it would be beneficial to ASYEs to bring back the former practice of rotating them between teams for a variety of experiences before they choose where to settle;
- (m) Work with East Surrey College to give placements to their Level 3 course in Access to Social Work students.

6. The Committee continues to engage with the Recruitment, Retention and Culture Board.

**Actions/requests for further information:**

1. The Cabinet Member for Children and Families to provide details of the business case presented to the CFLL Assurance and Performance Board in April 2023 and the decision of the Board.
2. The HR People Business Partner to provide the proportion of Surrey's social workers leaving the role who leave to become a locum.
3. The Assistant Director for South East Quadrant to provide a 'carte blanche' list of what she would like to be done in a bid to increase and retain the number of permanent social workers.

**9/23 CHILDREN'S HOMES - OFSTED REPORTS PUBLISHED SINCE THE LAST MEETING OF THE SELECT COMMITTEE [Item 9]**

**Witnesses:**

Sinead Mooney, Cabinet Member for Children and Families

Tina Benjamin, Director – Corporate Parenting

**Key points made in the discussion:**

1. The Director informed that all children's homes were inspected every year and two homes had yet to be inspected this year. The home rated inadequate in December 2022 had a monitoring visit in January 2023, when it was judged to have met the two compliance notices issued. A further visit was expected in March.
2. A Member pointed out the Ofsted ratings had deteriorated since 2021, when 70 per cent of in-house children's homes were rated Good or Outstanding, compared with 56 per cent currently. This also compared with 92 per cent of non-Council run children's homes housing Surrey children. The Director explained the Council's policy was not to use independent homes rated lower than Good or Outstanding. Furthermore, independent homes would only accept children whom they believed would support a positive Ofsted outcome, so children with the most complex needs were housed in Surrey.
3. A Member queried why in two of the inspections the managers had not been registered. Once appointed they must then be registered with Ofsted. The Committee was assured applications had been submitted on time, but Ofsted had a significant backlog causing a delay of months.
4. A Member questioned the level of quality assurance and was informed that in the last year a second deputy manager had been recruited for each home, and a new electronic system had enabled remote viewing of records. Following Covid, the number of agency staff was higher than ideal, and they did not always access the training available.

**10/23 PERFORMANCE OVERVIEW [Item 10]**

**Witnesses:**

Sinead Mooney, Cabinet Member for Children and Families

Clare Curran, Cabinet Member for Education and Learning

Patricia Denney, Director of Children's Quality Assurance and Performance

**Key points made in the discussion:**

1. A Member requested Public Law Outline data.

**Actions/requests for further information:**

1. Data sent to ASHC on Mindworks, including waiting times and outcomes, should also be shared with the CFLLC Select Committee.
2. The Director of Children's Quality Assurance and Performance to share Public Law Outline data.

**11/23 DATE OF THE NEXT MEETING [Item 11]**

The Committee noted its next meeting would be held on Thursday 25 May 2023.

Meeting ended at: 3.17 pm

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**Chairman**





Monday, 12 June 2023

## **ACTIONS AND RECOMMENDATIONS TRACKER AND FORWARD WORK PROGRAMME**

**Purpose of report:** The Select Committee is asked to review its actions and recommendations tracker and forward work programme.

### **Recommendation**

That the Select Committee reviews the attached actions and recommendations tracker and forward work programme, making suggestions for additions or amendments as appropriate.

### **Next steps**

The Select Committee will review its actions and recommendations tracker and forward work programme at each of its meetings.

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### **Report contact**

Julie Armstrong, Scrutiny Officer

### **Contact details**

07816 091463 / [julie.armstrong@surreycc.gov.uk](mailto:julie.armstrong@surreycc.gov.uk)

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**CHILDREN, FAMILIES, LIFELONG LEARNING AND CULTURE SELECT COMMITTEE  
ACTIONS AND RECOMMENDATIONS TRACKER  
JUNE 2023**

The actions and recommendations tracker allows Committee Members to monitor responses, actions and outcomes against their recommendations or requests for further actions. The tracker is updated following each meeting. Once an action has been completed, it will be shaded green to indicate that it will be removed from the tracker at the next meeting.

<b>KEY</b>			
	No Progress Reported	Recommendation/Action In Progress	Recommendation/Action Implemented

**Recommendations**

Meeting	Item	Recommendation	Responsible Officer/Member	Deadline	Progress Check On	Update/Response
15 December 2022	Home to School Travel Assistance: Learning Review [Item 5]	<b>CFLLC 32/22:</b> That the Select Committee receives an updated report from CFL on the new round of Home to School Travel Assistance applications, at its meeting in May 2023.	CFL officers	May 2023	March 2023	The report is scheduled to come to the Committee's postponed May 2023 meeting.
		<b>CFLLC 33/22:</b> That Family Voice Surrey report on parent carer experiences to Select Committee at its May 2023 meeting and prior to that discuss developments with CFL officers.	Family Voice Surrey & CFL officers	May 2023	March 2023	Response: A regular monthly dialogue has been set up between our Stakeholder Liaison Officer and Family Voice to discuss arising issues and concerns. Therefore developments and changes and improvement work will be discussed between SCC and Family Voice prior to the next Select Committee meeting.

**CHILDREN, FAMILIES, LIFELONG LEARNING AND CULTURE SELECT COMMITTEE  
ACTIONS AND RECOMMENDATIONS TRACKER  
JUNE 2023**

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KEY			
	No Progress Reported	Recommendation/Action In Progress	Recommendation/Action Implemented

2 March 2023	Additional needs and disabilities monitoring [Item 8]	<b>CFLLC 1/23:</b> That Members of CFLLC Select Committee monitor the capital expenditure related to the Safety Valve Agreement via the Budget Task Group.	Cllrs Liz Bowes and Jeremy Webster	3 July 2023	N/A	Next meeting of the Budget Task Group is 3 July 2023.
2 March 2023	Children's social care workforce [Item 7]	<b>CFLLC 2/23:</b> That key worker housing is included as a deliverable in the Cabinet report <i>A Housing, Accommodation and Homes Strategy for Surrey</i> for decision in March 2023 (Lead Member: Cabinet Member for Children and Families).	Cabinet	28 March 2023	N/A	A report went to Cabinet on 28 March 2023 and the response was emailed to Committee Members the same day.
2 March 2023	Children's social care workforce [Item 7]	<b>CFLLC 3/23:</b> The Select Committee welcomes the Children, Families and Lifelong Learning directorate's aim of having 85 per cent permanent social workers. To reach this position, the Committee proposes the following:	Cabinet	25 April 2023	N/A	A report went to Cabinet on 25 April 2023 and the response was emailed to Committee Members on that day.

**CHILDREN, FAMILIES, LIFELONG LEARNING AND CULTURE SELECT COMMITTEE  
ACTIONS AND RECOMMENDATIONS TRACKER  
JUNE 2023**

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KEY			
	No Progress Reported	Recommendation/Action In Progress	Recommendation/Action Implemented

		<p>1. The Committee fully supports the proposal of a market rate supplement of £5,000 per annum for all social workers in Family Safeguarding teams and Independent Reviewing Officer roles. It recommends that the Council matches the salary package for children’s social workers offered by neighbouring local authorities, and undertakes annual salary benchmarking to ensure this package, both monetary and non-monetary, remains competitive (Lead Member: Cabinet Member for Children and Families);</p> <p>2. An action plan with SMART criteria to achieve the aforementioned 85 per cent is developed and shared with the Committee, including a timeline and target date by which to achieve this goal (Lead Member:</p>				
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**CHILDREN, FAMILIES, LIFELONG LEARNING AND CULTURE SELECT COMMITTEE  
ACTIONS AND RECOMMENDATIONS TRACKER  
JUNE 2023**

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KEY			
	No Progress Reported	Recommendation/Action In Progress	Recommendation/Action Implemented

		Cabinet Member for Children and Families); 3. The Cabinet Member(s) and Directorate Leadership make immediate efforts to investigate the scope of issues of discrimination and bullying in Children’s Services reported in exit interviews and to the Select Committee, and take action to address these issues; 4. The Cabinet Member for Children and Families, Cabinet Member for Finance and Resources and the CFLL Assurance and Performance Board give consideration to the following initiatives, outwith the 2023/24 budget envelope where necessary, to help recruit and retain social work staff: (a) Ensure a face-to-face exit interview is offered to every single				
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**CHILDREN, FAMILIES, LIFELONG LEARNING AND CULTURE SELECT COMMITTEE  
ACTIONS AND RECOMMENDATIONS TRACKER  
JUNE 2023**

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		leaver. These could be with a colleague of the leaver's choice; (b) Look at ways to make Connect2Surrey more efficient and communicate with managers more swiftly; (c) Provide administrative support to social workers; Page 348 (d) Create a clear route for family support workers and administrators to step up to social work, with training suggested at their annual performance review; (e) The Committee supports the plan to reinstate the annual car user lump sum for upkeep of cars assigned to business use, and recommends also investing in more pool cars for visits to families out of county, exploring the use of electric vehicles to reduce the Council's carbon footprint;				
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		(f) On taking control of on street parking enforcement in April 2023, provide front line and peripatetic social workers with parking permits for use on Council business; (g) Take action to ease parking constraints experienced by social workers at Surrey County Council offices; (h) Assign sufficient desk space to social workers in Surrey County Council offices; (i) Create an assistant team manager role to help supervise extended teams; (j) Offer support to international employees to help adjust to cultural differences; (k) Encourage local universities to make a statutory service placement a mandatory part of the social work degree;					
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		(l) Review if it would be beneficial to ASYEs to bring back the former practice of rotating them between teams for a variety of experiences before they choose where to settle; (m) Work with East Surrey College to give placements to their Level 3 course in Access to Social Work students. 5. The Committee continues to engage with the Recruitment, Retention and Culture Board.				
16 February 2023	Children and Young People's Emotional Wellbeing and Mental Health [Item 6]	<b>AH 7/23:</b> To establish explicit criteria and SMART performance metrics for measuring the outcomes and effectiveness of Children and Young Person's Emotional Wellbeing & Mental Health services in relation to total requirements for mental health support in Surrey; and to report performance against these metrics to the Adults and Health	SaBP	28 April 2023	June 2023	Interim responses emailed to Members on 19 May.

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		<p>Select Committee and the Children, Families, Lifelong Learning and Culture Select Committee every three months from June 2023.</p> <p><b>AH 8/23:</b> To collate and share data on priorities, areas of need, waiting times for assessment and treatment, and outcomes for treatments as part of Children and Young Person’s Emotional Wellbeing &amp; Mental Health services.</p> <p><b>AH 9/23:</b> To ensure that there is accuracy and synergy of patient records, and that all organisations involved in treating patients can access and update these records accordingly.</p> <p><b>AH 10/23:</b> For waiting times to be reduced across all pathways as</p>				
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		<p>part of all Prevention and Early Intervention measures, as well as through the process of Transitions.</p> <p><b>AH 11/23:</b> To continue to advance social prescribing County-Wide, and to ensure that there are appropriate initiatives, workable processes, adequate funding, and sufficient resources for this.</p> <p><b>AH 12/23:</b> To conduct a thorough review into training provision for Children and Young Person's Emotional Wellbeing &amp; Mental Health services frontline and managerial staff.</p> <p><b>AH 13/23:</b> For early diagnosis and appropriate mental health support for Children and Young</p>				
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**CHILDREN, FAMILIES, LIFELONG LEARNING AND CULTURE SELECT COMMITTEE  
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		<p>Persons with Learning Disabilities and Autism.</p> <p><b>AH 14/23:</b> To monitor the impacts of waiting times for assessments and treatments on the acuity of Children and Young Person’s mental health conditions, including the impact of the proposed reductions in treatment sessions aimed at reducing waiting times.</p> <p><b>AH 15/23:</b> To review strategies across agencies for prevention and intervention surrounding bullying of Children.</p> <p><b>AH 16/23:</b> To bring this item back to a formal Adults and Health Select Committee meeting with an update on all the above recommendations (with representatives from the</p>				
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		Children's Select Committee present).				
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**Actions**

Meeting	Item	Action	Responsible Officer/Member	Deadline	Progress Check On	Update/Response
4 October 2022	Surrey Homes for Surrey Children [Item 8]	<b>CFLLC 29/22:</b> The Head of Commissioning (Corporate Parenting) to confirm a date by which the intention is for 80% of Surrey's looked after children to be living in Surrey.	Chris Tisdall, Head of Commissioning - Corporate Parenting	21 November 2022	May 2023	Reminder given to officer on 15 May. Response 21 February 2023: The intention is to reset this at the start of the next financial year (informed by the position we get to in March). I would expect we will be bringing a proposal to our Transformation Board for sign off on 4 April, which can then be reported to the Select Committee.

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15 December 2022	Draft Inclusion and Additional Needs Partnership Strategy and Safety Valve Update [Item 7]	<b>CFLLC 39/22:</b> The Director of Education and Lifelong Learning to provide a short summary of case studies of where tribunal decisions had been upheld and data on the reasons of cases.	Liz Mills, Director of Education and Lifelong Learning	31 January 2023	February 2023	A PowerPoint was emailed to Committee Members on 3 March 2023.
2 March 2023	Actions and recommendations tracker [Item 6]	<b>CFLLC 4/23:</b> Democratic Services to include actions in relation to Mindworks made at AHSC meetings in the Children, Families, Lifelong Learning & Culture (CFLLC) Select Committee's actions tracker for ease of reference.	Democratic Services (Julie Armstrong)	25 May 2023	N/A	Included below from 16 February AHSC meeting.
16 February 2023	Children and Young People's Emotional Wellbeing and	<b>AH 8/23:</b> To write to ICB Chairs with requests for further funding to be allocated for Mental Health. <b>AH 9/23:</b> For a meeting to be organised between relevant	Omid Nouri, Scrutiny Officer; User Voice Participation team; SaBP	28 April 2023	N/A	Responses emailed to members of AHSC and CFLLC committees on 19 May.

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Mental Health [Item 6]	<p>Cabinet Members, the Executive Director for Children, Families and Lifelong Learning, and the Chair and Vice-Chairs of the Adults and Health Select Committee to formulate a plan to help implement Action 1.</p> <p><b>AH 10/23:</b> The User Voice and Participation team to research and update the Adults and Health Select Committee and the Children, Families, Lifelong Learning and Culture Select Committee on the difficulties experienced by young people with autism and mental health issues combined.</p> <p><b>AH 11/23:</b> The User Voice and Participation team to share their Action Cards with stakeholders relevant to the issues highlighted within these.</p>					
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		<p><b>AH 12/23:</b> The Programme Director-Mindworks, to provide the Adults and Health Select committee and Children, Families, Lifelong Learning and Culture Select Committee with the Mindworks monthly performance packs.</p> <p><b>AH 13/23:</b> The Chief Executive, Surrey and Borders Partnership NHS Foundation Trust, to provide the Adults and Health Select committee and the Children, Families, Lifelong Learning and Culture Select Committee with an integrated and data-informed outcome measure by April 2023.</p>				
2 March 2023	Additional needs and disabilities monitoring [Item 8]	<b>CFLLC 5/23:</b> The Director of Education and Lifelong Learning to provide how many of Surrey's children are blind /	Liz Mills, Director of Education and	28 April 2023	N/A	Response emailed to Members on 16 May: Surrey's Physical & Sensory Support Service currently have 343 blind / visually impaired children on



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		visually impaired and what proportion of these are being educated out of county, and share if there are / were plans for a new specialist unit in Surrey.	Lifelong Learning			their case list. 31 of these students attend school outside Surrey – this is 9% of the cohort. SCC is in discussions with Woking College to set up a VI resourced provision at Woking College for September 2024 initially for 5 learners. The aim is to agree arrangements by the end of the current academic year to allow staff to be recruited and/or trained and pupil placement opportunities to be considered.
2 March 2023	Additional needs and disabilities monitoring [Item 8]	<b>CFLLC 6/23:</b> The Director of Education and Lifelong Learning to clarify if the average 142 days to complete the EHCP process in Surrey refers to working days or calendar days.	Liz Mills, Director of Education and Lifelong Learning	April 2023	N/A	Answer emailed to Members on 4 April 2023: The EHCP assessment process was taking an average of 142 calendar days to complete, against a target of 112 calendar days. At its worst it was 226 calendar days (December 2022). Please note that the assessment phase is the second of three phases which take place when issuing an EHCP. It

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						concludes either when the decision is made that a plan is not required or when the draft plan is issued.
2 March 2023	Additional needs and disabilities monitoring [Item 8]	<b>CFLLC 7/23:</b> The performance sub-group to check progress towards 60 per cent of new EHCPs completed in time, at their meeting on 11 May 2023.	Chair and Vice-Chairs, Thomas Stevenson, Helen Dowlatshahi	11 May 2023	N/A	Powerpoint presentation emailed to Members on 11 May. Projections were at 20% for May and 47% for June.
2 March 2023	Children's social care workforce [Item 7]	<b>CFLLC 8/23:</b> The Cabinet Member for Children and Families to provide details of the business case presented to the CFLL Assurance and Performance Board in April 2023 and the decision of the Board.	Sinead Mooney, Cabinet Member for Children and Families	3 April 2023	June 2023	It went to the Board on 10 May 2023. Cabinet Member reminded on 12 May. Business case may be subject of informal meeting in June.
2 March 2023	Children's social care workforce [Item 7]	<b>CFLLC 9/23:</b> The HR People Business Partner to provide the proportion of Surrey's social	Anasia Teete, HR People	April 2023	N/A	Response emailed to Members on 4 April 2023: This is not information recorded by recruitment so we cannot identify how many social

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		workers leaving the role who leave to become a locum.	Business Partner			workers left Surrey to become a locum. However, in the nine months the exit survey has been operating, 66% of social workers stated that they would remain working in the public sector.
2 March 2023	Children's social care workforce [Item 7]	<b>CFLLC 10/23:</b> The Assistant Director for South East Quadrant to provide a 'carte blanche' list of what she would like to be done in a bid to increase and retain the number of permanent social workers.	Catherine Watkins, Assistant Director for South East Quadrant	April 2023	N/A	List emailed to Members on 3 April 2023.
2 March 2023	Performance overview [Item 10]	<b>CFLLC 11/23:</b> Data sent to ASHC on Mindworks, including waiting times and outcomes, should also be shared with the CFLLC Select Committee.	Democratic Services (Omid Nouri)	April 2023	N/A	This is now routinely happening.

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2 March 2023	Performance overview [Item 10]	<b>CFLLC 12/23:</b> The Director of Children’s Quality Assurance and Performance to share Public Law Outline data.	Patricia Denney, Director of Children’s Quality Assurance and Performance	April 2023	N/A	Data emailed to Members on 4 April 2023.
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# Children, Families, Lifelong Learning and Culture Select Committee

## Forward Work Programme 2023

Children, Families, Lifelong Learning and Culture Select Committee  
 Chairman: Fiona Davidson | Scrutiny Officer: Julie Armstrong | Democratic Services Assistant: Emily Wilkinson

Date of Meeting	Type of Scrutiny	Issue for Scrutiny	Purpose	Outcome	Relevant Organisational Priorities	Cabinet Member/Lead Officer
20 July 2023	Overview, policy development and review	<b>Timeliness of Education Health and Care Plans</b>	Review compliance with statutory requirement to complete Education, Health, and Care needs assessments within 20 weeks. Include current position compared with previous two years and with other local authorities, and strategies to resolve backlog.	To improve the timeliness of EHCPs.	Tackling health inequality, Growing a sustainable economy so everyone can benefit, Empowering communities	Clare Curran, Cabinet Member for Education and Learning  Liz Mills, Director for Education and Lifelong Learning  Tracey Sanders, Assistant Director for Inclusion and Additional Needs SW  Julia Katherine, Assistant Director for Inclusion and Additional Needs NE

20 July 2023	Overview, policy development and review	<b>Safeguarding arrangements for resettled, in particular unaccompanied, children</b>	Review the needs of resettled children and families, the support provided to them to settle into schools and communities and how the child is safeguarded, with a focus on unaccompanied children.	To know if resettled children are being kept safe and if the Council is meeting its requirements.	Tackling health inequality, Growing a sustainable economy so everyone can benefit, Empowering communities	Sinead Mooney, Cabinet Member for Children and Families  Clare Curran, Cabinet Member for Education and Learning  Mary Burguieres, Assistant Director for Systems & Transformation (chair of the Immigration and Education Rapid Response Group)
20 July 2023	Performance overview	<b>Corporate Parenting Annual Report and Performance Report in relation to Looked After Children</b>	Review key performance data for year ending March 2023 for Looked After Children as compared with statistical neighbours and nationally, and any relevant national policy developments that impact Corporate Parenting. Include regulating supported accommodation for looked after children and care leavers aged 16 and 17; experiences and progress of care leavers.	To understand experiences of Looked After Children and how the Council is performing.	Tackling health inequality, Empowering communities	Sinead Mooney, Cabinet Member for Children and Families  Tina Benjamin, Director – Corporate Parenting  Racheal Ireton, Corporate Parenting Project Manager

<b>2 October 2023</b>	Overview, policy development and review	<b>Alternative Provision</b>	Review AP given the large number of children and young people with additional needs in these types of provisions – numbers of registered and unregistered providers in Surrey, and how many are used outside Surrey.	Evaluate provision	Tackling health inequality, Growing a sustainable economy so everyone can benefit, Empowering communities	Clare Curran, Cabinet Member for Education and Learning  Liz Mills, Director for Education and Lifelong Learning
<b>2 October 2023</b>	Overview, policy development and review	<b>Open Access Libraries</b>	Monitor progress in introducing Open Access technology into 13 priority libraries	Committee reviews outcomes ahead of future implementation	Empowering communities	Denise Turner-Stewart, Cabinet Member for Communities and Community Safety  Marie Snelling, Executive Director for Customer and Communities  Sue Wills, Assistant Director for Cultural Services
<b>2 October 2023</b>	Overview, policy development and review	<b>Educational attainment and post-16 destinations</b>	Review information, inc. for specific (particularly vulnerable) cohorts, on the educational attainment and development of Surrey pupils, including centre assessed grades, and post-16 destinations and NEET.	Cabinet Member and senior officers held to account for learners' outcomes.	Tackling health inequality, Growing a sustainable economy so everyone can benefit, Empowering communities	Clare Curran, Cabinet Member for Education and Learning  Liz Mills, Director for Education and Lifelong Learning

<p><b>2 October 2023</b></p>	<p>Overview, policy development and review</p>	<p><b>Inclusion in education</b></p>	<p>Review number and characteristics of children missing education and full-time education and approach to including disengaged children and young people in education, and exclusions data and practice.</p>	<p>Cabinet Member and senior officers held to account on providing an inclusive education system which enables disadvantaged children and young people to achieve positive outcomes.</p>	<p>Tackling health inequality, Growing a sustainable economy so everyone can benefit, Empowering communities</p>	<p>Clare Curran, Cabinet Member for Education and Learning</p> <p>Liz Mills, Director for Education and Lifelong Learning</p>
<p><b>6 December 2023 (one additional item to Budget only)</b></p>	<p>Overview, policy development and review</p>	<p><b>Home to School Transport Allowance</b></p>	<p>Review handling of applications for the start of the 2023/24 academic year</p>	<p>Committee monitors progress following learning review, assesses implementation of recommendations.</p>	<p>Tackling health inequality, Growing a sustainable economy so everyone can benefit, Enabling a greener future, Empowering communities</p>	<p>Clare Curran, Cabinet Member for Education and Learning</p> <p>Liz Mills, Director for Education and Lifelong Learning</p> <p>Lucy Clements, Director for CFL Commissioning</p> <p>Michael Smith, Strategic Finance Business Partner - Strategy &amp; Innovation</p>



<p><b>6 December 2023</b></p>	<p>Pre-decision scrutiny</p>	<p><b>Budget 2024/25</b></p>	<p>Select Committee to receive draft budget proposals for 2024/25.</p>	<p>Committee scrutinises the Council's budget proposals, provides feedback and makes recommendations.</p>	<p>Tackling health inequality, Growing a sustainable economy so everyone can benefit, Enabling a greener future, Empowering communities</p>	<p>Sinead Mooney, Cabinet Member for Children and Families;</p> <p>Clare Curran, Cabinet Member for Education and Learning;</p> <p>Denise Turner-Stewart, Cabinet Member for Communities and Community Safety;</p> <p>Rachael Wardell, Executive Director – Children, Families and Lifelong Learning;</p> <p>Marie Snelling, Executive Director – Communities and Transformation;</p> <p>Anna D'Alessandro, Director - Corporate Finance &amp; Commercial;</p> <p>Rachel Wigley, Director - Finance Insights &amp; Performance;</p> <p>Daniel Peattie, Strategic Finance Business Partner CFL</p>
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**Items to potentially be scheduled**

<i>(Date)</i>	<i>(Type)</i>	<i>(Issue)</i>	<i>(Purpose)</i>	<i>(Outcome)</i>	<i>(Cabinet Member/Lead Officer)</i>	
<b>tbc</b>	Overview, policy development and review	<b>Universal youth work</b>	Review the provision of universal youth work and outcomes for all young people at county and district levels and outcomes for service users; compare and contrast data from new provision with that of previous provision.	Committee assured of adequacy and impact of provision.	Tackling health inequality, Growing a sustainable economy so everyone can benefit, Empowering communities	Sinead Mooney, Cabinet Member for Children and Families  Matt Ansell, Director – Family Resilience and Safeguarding  Jackie Clementson, Assistant Director for Early Help and Hubs
<b>tbc</b>	Overview, policy development and review	<b>Safeguarding children</b>	Committee to review service performance and outcomes for service users following transformation including the introduction of new practice models.	Committee assured of service performance, outcomes for users and identifies any learning opportunities following service transformation and embedding of new practice models.	Tackling health inequality, Growing a sustainable economy so everyone can benefit, Enabling a greener future, Empowering communities	Sinead Mooney, Cabinet Member for Children and Families  Matt Ansell, Director for Family Resilience and Safeguarding  Alison Cutler, Partnership Development Manager - Surrey Safeguarding Children Partnership
<b>tbc</b>	Overview, policy development and review	<b>Active children and young people</b>	Committee to review the benefits of physical activity and the opportunities provided by the council and partners for children and	Committee to understand benefits of physical activity, sport and high-quality PE for	Tackling health inequality, Enabling a greener future	Clare Curran, Cabinet Member for Education and Learning

			<p>young people to be physically active, including physical education (PE) and sport provision and active travel opportunities in maintained schools; and to review local public health data regarding child and young person health and wellbeing.</p>	<p>children and young people, evaluate the offer in Surrey, and make recommendations as appropriate.</p>		<p>Mark Nuti, Cabinet Member for Adults and Health</p> <p>Denise Turner-Stewart, Cabinet Member for Communities and Community Safety</p> <p>Marie Snelling, Executive Director for Customer and Communities</p> <p>Liz Mills, Director for Education and Lifelong Learning</p> <p>Ruth Hutchinson, Director for Public Health</p> <p>Maria Dawes, CEO – Schools Alliance for Excellence</p>
tbc	<p>Overview, policy development and review</p>	<p><b>School standards, improvement and policy</b></p>	<p>Committee to review annual change in Ofsted gradings of, and inspection-finding trends re, Surrey schools, the work and impact of the Schools Alliance for Excellence and the strategic direction for maintained schools, including relevant national policy developments.</p>	<p>Cabinet Member and senior officers held to account for school standards and improvement; and Committee updated on strategic direction for maintained schools.</p>	<p>Tackling health inequality, Growing a sustainable economy so everyone can benefit, Empowering communities</p>	<p>Clare Curran, Cabinet Member for Education and Learning</p> <p>Liz Mills, Director for Education and Lifelong Learning</p> <p>Maria Dawes, CEO – Schools Alliance for Excellence</p>

tbc	Overview, policy development and review	<b>Youth homelessness</b>	Committee to review the incidence and issue of youth homelessness in Surrey and the support available to young people who are at risk of, or are experiencing, homelessness, including non-statutory homelessness	Committee holds Cabinet Member and senior officers to account and makes recommendations as appropriate.	Tackling health inequality	Sinead Mooney, Cabinet Member for Children and Families  Rachael Wardell, Executive Director for Children, Families and Lifelong Learning
tbc	Overview, policy development and review	<b>Adolescent suicide</b> <b>(joint with, and led by, Adults and Health SC)</b>	Committees to review the issue of adolescent suicide and the proposed strategic approach.	Committees understand issues and evaluate proposed approach.	Tackling health inequality	Mark Nuti, Cabinet Member for Adults and Health  Sinead Mooney, Cabinet Member for Children and Families  Lucy Clements, Director – CFL Commissioning  Matt Ansell, Director – Family Resilience and Safeguarding

### Standing Items

- **Recommendations Tracker and Forward Work Programme:** Monitor Select Committee recommendations and requests and forward work programme.
- **Performance Overview:** 4-page dashboard of key indicators in Children’s Services, showing level of progress made against ILACS recommendations; social worker and foster carer turnover data; 2-page overview comparing current external assessors’ grades with previous year, in all areas of CFLLC remit.
- **Additional Needs and Disabilities monitoring:** Receive report on progress made towards and barriers against achieving the recommendations for the Inclusion Strategy agreed by Committee on 15 December 2022.

Monday, 12 June 2023

## **CHILDREN WITH DISABILITIES AND SHORT BREAKS**

### Purpose of report:

This report is to review the practice and performance, priorities, and improvement progress since the 2021 review of the Children with Disabilities Service. It will also include an update on the policy and budget for short breaks and briefly explain the Council's statutory responsibilities in this area. The report will initially focus on the children with disabilities social work and family support service and then the position regarding short breaks.

### **Overview of the Children with Disabilities Service**

1. The Children with Disabilities Service works with approximately 800 children, all of whom have a complex and severe disability. The service is made up of qualified Social Workers and Family Support Workers. Children who are not severely disabled and require family support / social work services receive support from early help teams and mainstream social work services.
- 1.1 From April 2023 the service has been amalgamated with the Occupational Therapy services, Domiciliary Care services and the Crisis Intervention service (for children with ASD and at risk of family breakdown). This will allow greater alignment between services that work with disabled children all sitting under the Assistant Director for Children with a Disability. The service is also hosting the NHS/Surrey key working service which is focused on children and young people aged 14 plus with ASD and learning disabilities.
- 1.2 Responsibility for management and development of the majority of Short Breaks services sit outside the children with disabilities service, within the Commissioning Directorate. Many of the Short Breaks on offer within Surrey can be accessed directly by families but overnight Short Breaks are accessed via a social work assessment in the Children with Disabilities Service.
- 1.3 The service has an improvement plan and service business plan which are linked to the wider strategic objective of creating a more integrated approach across Health, Education and Social Care, working closely with the community

and voluntary sector. We have created a Children with Disabilities strategic forum to provide a multi-disciplinary platform to focus on the needs of this group of children. However, the priority currently is on creating sustained high quality social work / family support with a stable workforce that can build trusting relationships with children and families.

### **Summary of issues identified in review in 2021**

2. Following an Ofsted monitoring visit in March 2021 the following areas of improvement were identified in respect of Children with Disabilities:

**Management oversight and case planning, safeguarding practice specifically in relation to children experiencing neglect. Child in Need visits not consistently timely, plans not always reviewed regularly, leaving too many children experiencing drift and delay in their circumstances improving.**

- 2.1 A number of actions were implemented to address the concerns identified by Ofsted. This included appointing an Interim AD position for CWD, leading an immediate review of the service and to provide both operational and strategic oversight. The context of this concern regarding safeguarding practice was that the Children with Disabilities Service had only recently taken on full safeguarding responsibility for all disabled children and their siblings. Prior to this any safeguarding concerns / investigations were passed to the area social work teams. This change in practice led to increasing instability within the service as some staff left and others lacked confidence in this area of practice.
- 2.2 Between June and October 2021 a review was undertaken of all children open to the Children with Disabilities Service: 777 children and young people's case files up to the age of 18 years were reviewed by Inspection Leads from the practice and audit team.
- 2.3 This review came to the conclusion that 25% of the children were rated as red, requiring attention to address drift and delay. It also identified that within this cohort approximately 66 children had safeguarding concerns that had not been well managed and or transparently addressed.
- 2.4 Following the review, a range of additional activities were undertaken which included launching detailed practice standards and identifying clear expectations of social work practice. A range of safeguarding training sessions were provided to staff within the Children with Disabilities Service to address and improve safeguarding practice. This also included a range of learning sets focusing on Safety Planning, Purposeful Visiting and SMART Planning.
- 2.5 It was agreed that the service needed to ensure that children were sitting in the right part of the service, as some children were being held by qualified social

workers who didn't necessarily need to be, as their needs were lower level and they could be well managed in the reviewing team. There was also a focus within the service on working directly with children using appropriate tool kits for disabled children.

### **Progress made against recommendations**

3. The Children with Disabilities Service now has a stable senior leadership team with a permanent Assistant Director (in post since March 2022) and two permanent Service Managers all of whom have a wealth of experience in children with disabilities and safeguarding. The service also has stable team management which includes four quadrant team managers, a countywide team manager and a family review team manager. We have an improvement plan against all areas of performance and service development, both qualitative and quantitative, which we track regularly at management meetings.
  - 3.1 There has been a review of the staffing capacity within the service which has identified the need for an additional team manager post and advanced social work support to the reviewing team which has been agreed and is now operational.
  - 3.2 The service has recently been audited by the Quality Assurance team in February 2023. This was an overview of the whole service and the review identified no children whose needs were not being met appropriately and commented on the engagement of staff in the review and the child centered practice. The practice review commented on the passion that was demonstrated by social workers and family support workers for their children. Social workers and family support workers were described as having good, positive, appraisal skills.
  - 3.3 Alongside this Quality Assurance review at the request of the service, the QA service undertook a review of 30 social work assessments in February 2023 and identified that in all the assessments audited, the practice was safe and that where there was a safeguarding issue the response was proportionate. There were areas of development identified in terms of the qualitative nature of the assessments and the need to ensure that there was no drift and delay (see annex 1).
    - 3.3.1 In addition, a National Complex Abuse investigation was undertaken by Doncaster on children with disabilities and complex health needs who were placed in residential settings operated by a particular provider. Following the findings of the Doncaster Inquiry, the Child Safeguarding Practice Review Panel and the DfE has requested a National Review into safeguarding children with disabilities. This required Surrey to review in detail the 26 children with disabilities we had placed in residential schools to examine the experiences of

children placed in specialist, independent residential settings to ensure their safety as well as consider the quality of care they receive.

- 3.3.2 Our internal audit identified that Children with disabilities and complex health needs who are looked after and are currently placed in specialist schools are safe and their wellbeing safeguarded. It is, therefore, reasonable to say that these children are living in safe and good quality placements. There is clear evidence their placements are being regularly monitored and reviewed according to statutory guidance and requirement. As part of our ongoing training for staff within Children with Disabilities, we have undertaken workshops to equip staff more effectively when they are visiting children to ensure maximum safeguarding oversight.
- 3.4 We have reviewed all children open to the service to identify which of them need to be allocated to a qualified social worker and have moved approximately 60 families into our reviewing team, which means they have a more proportionate intervention compatible with their needs. We have identified the need for an advanced social worker to sit within this team to ensure that there is robust safeguarding oversight.
- 3.5 Within the service we have undertaken significant staff training and development, we hold service days every 3 months which include a range of training areas and we hold 3 weekly learning events led by our two Service Managers with a focus on safeguarding. There is also safeguarding training addressing specific issues when working with disabled children that is mandatory for all staff to attend. We are working closely with the academy to identify clear training expectations and to identify bespoke training that meets the needs of the workforce in Children with Disabilities, and this has included Mental Capacity Act training, Autism Champion training, & Positive Behaviour Support. All of which is equipping our staff to work effectively and creating an environment where staff feel valued in their professional development.
- 3.6 We have prioritised permanent recruitment and have undertaken a range of measures to try to secure permanent social workers including bespoke recruitment targeting staff who are interested in working with Children with a Disability and currently 77% of our staff are now permanent social workers. This is a significant improvement, but we are striving to get to 100%. In March 2021 the figure was 50%.
- 3.7 In terms of performance against all practice standards, we are relentless in our focus on all areas and hold weekly performance meetings with all managers within the service to provide accountability for their performance. Our child in need visiting stands at 90% of all children being seen within timescale and our looked after child visits are at 92%. We do have areas for ongoing development, but the management of the service are creating a culture where performance against key practice standards is at the heart of good practice with clear



expectations. This data is not significantly different from the time of the Ofsted visit in march 21.

- 3.8 We have undertaken some significant work in relation to transition to adulthood following a pilot led by the Preparation for Adulthood Programme Board. We are currently developing plans with relevant stakeholders to operationalise a 16–18-year-old team within the service to ensure that we are appropriately addressing the needs of these young people as they transition to adulthood. This proposal is not finalised as we are currently in liaison with Human resources re the process of change and the final proposal will need to be shared with Adult services .
- 3.9 We are also holding monthly service briefings to all the children’s social care workforce so that they clearly understand the remit of the service. Within this we provide consultation to those social workers working with children and their families who have a disability but do not meet the criteria of the service. This has been very well received by staff outside of the Children with Disabilities Service who need to develop their confidence in working with disabled children.

We have reviewed and updated our direct payment policy to create greater flexibility for families who are not able to identify personal assistants. This issue was leading to persistent complaints. Now families can use their agreed funding allocation with agreement from the service to meet needs in a more flexible and creative way.

- 3.10 The service has been working very closely with Family Voice to strengthen the relationship. We contribute monthly to the Family Voice newsletter to provide updates on the service. We have an in-person event planned on the 27 June with Service Managers and the Assistant Director. We have reviewed the local offer content and produced a one-minute guide which is on the website and we are in the process of collating information into a leaflet for children and families. With the User Voice and Participation service we have had initial meetings and are looking to build in regular consultation to explore how we engage with those children and young people accessing the Children with Disabilities service.

## **Summary of Short Breaks - Policy and budget and summary of current position**

### **Local authorities’ statutory duties**

4. Part 3 of the 1989 Childrens Act sets out the local authorities’ powers and duties to provide support services for children in need and their families. This should include a range of services which include practical support in the home, leisure facilities, social, cultural, or recreational facilities.

- 4.1 The Breaks for Carers of Disabled Children Regulations 2011 require local authorities to provide a range of services to assist carers to continue to provide care or to do so more effectively. The range of services must include daytime and overnight care in the home and outside the home, overnight educational and recreational activities and emergency care, with and services available to assist carers during the day and night, at weekends and during the school holidays.
- 4.2 Each local authority must publish a statement about Short Breaks services in their area, so that families with disabled children have clear information to access services. The statement must be kept under review, and it should be revised when new services become available, or when there are changes to existing services.
- 4.3 In recommissioning Short Breaks for 2023/24 onwards, Surrey County Council took the decision not to reduce the £2.5 million budget for these valuable services at a time of real challenge for the Council's finances, but the overall pressure on resources meant that we were not able to increase funding for new contracts from 1 April 2023.
- 4.4 To mitigate the impact of this on children with the most complex needs and their families, we prioritised funding to maintain the same level of provision as currently for overnight respite services and fulfil commitments in children's statutory Care Plans.
- 4.5 Whilst our offer remains compliant with our statutory duties, inflationary pressures meant that we were able to fund two-thirds of the current capacity in community-based play and youth schemes for children with disabilities.
- 4.6 However, since the budget was set, Surrey County Council has been successful in securing a grant from the Department for Education's Short Breaks Innovation Fund for the 2023/24 financial year. This represents an increase of 30% in the total budget for commissioned Short Breaks services compared with 2022/23 and has enabled us to significantly increase and develop our Short Breaks provision for the coming year, when compared to the capacity we previously identified.
- 4.7 In particular, we have been able to commission a significantly larger amount of community-based Play & Leisure provision, to support children and young people with a range of disabilities, and within this a higher volume of our new, dedicated Play & Leisure services for those with more complex needs who require 1 to 1 or 2 to 1 support to access services.
- 4.8 The funding from the DfE will also enable us to expand our pilots of new Family Breaks for children and young people with complex needs, and their families, and make a small increase in our overnight respite capacity.

- 4.9 Going forward, Commissioning will monitor and evaluate the delivery and impact of the Short Breaks service including the additional provision funded by DfE and has commissioned research to evaluate the impact of Short Breaks in terms of mitigating demand for more specialist provision (in particular residential care). We will also apply to the next round of the DfE Short Breaks Innovation Fund, for continuation funding.

## Overview of current position

### *Commissioned Short Breaks services*

5. A range of Short Breaks activities are commissioned from a number of local Voluntary and Community Frontline Sector (VCFS) providers, in some cases in partnership with schools. They include weekend and holiday play and youth activities, after school clubs and overnight respite, with the aim of providing children and young people with positive, enriching play and leisure experiences where they can make friends, increase their confidence, and improve their emotional and physical health, whilst also providing parents and carers with a break from their caring responsibilities to support their own wellbeing and spend time with other family members.
- 5.1 The commissioning approach aims to deliver diverse, quality, accessible provision to meet a range of needs across the county and includes specific provision for children and young people with complex health needs, autism, and visual impairment. While play and leisure provision is accessed directly by families, commissioners work with Surrey County Council (SCC) practitioners (particularly the Children with Disabilities (CWD) service), providers, Family Voice Surrey and local partners to help families to know about, understand and access the support they need.
- 5.2 Services were significantly disrupted during the pandemic as providers responded to COVID in accordance with legislation and Government guidance. To protect and support families, particularly the most vulnerable, SCC worked with providers to deliver a virtual offer and progressively reintroduce and expand face-to-face services as restrictions were eased.
- 5.3 Services have been recommissioned from April 2023 following a Strategic Review of the service in 2021 which highlighted a need for:
- **a refreshed approach to measuring outcomes**, including outcomes for parents/carers and families (see annexes 2 and 3),
  - **specific provision for whole families**, particularly where children and young people have more complex needs and there are higher risks to parent/carer health and wellbeing and family cohesion,
  - **targeted play and leisure provision** specifically to support participation by children and young people with more complex needs who typically require 1:1 or 2:1 support to access services.

The current Short Breaks Statement is available on the SCC website at: <https://www.surreycc.gov.uk/children/support-and-advice/children-with-disabilities/surrey-short-breaks-for-disabled-children/surrey-short-breaks-statement>. This is being updated and a new Statement will be published to reflect the new Short Breaks services available from April 2023.

### ***In-house Short Breaks***

6. Surrey has two Children's Homes for children with disabilities and have introduced a Positive Behaviour Support (PBS) approach with a review of staffing structure and recruitment processes this was completed in 2021.

6.1 **Ruth House:** 11 bed Children's Home for children with disabilities aged 11-18 with diagnosis of Autism Spectrum Conditions (ASC) and Learning Disabilities (LD). Children are either cared for full time by Ruth House with some family contact or on shared care arrangements where they spend 4 days at Ruth House and 3 days with their families. The children tend to be vulnerable, often non-verbal with behaviours of concern, some learnt, and others because of their disability, trauma, or attachment difficulties. There is currently the development of 2 x crisis beds for children with ASC and or LD linked to our Children's Crisis Intensive Support Service (CCISS).

6.2 **Applewood:** 6 bedded short breaks home offering short breaks to over 35 children up to the age of 18 with disabilities. Children access a range of overnight stays, day visits in school holidays and weekends, after school teatime visits and occasionally longer stays whilst families take a holiday or are unwell. The home helps children prepare for transitions to other services post-18 and is currently awaiting the addition of a self-contained bed for children with disabilities needing an urgent residential assessment.

6.3 ***Surrey Domiciliary Care Service (SDCS)***

Offers a countywide in-house service which provides quality assured home and community-based support for children aged 0-18 with disabilities. The support offered is based on assessed need from the CWD team, and forms part of the child's care plan. Children's needs range from complex health needs, those requiring support with personal care to those needing some behavioural support.

The aim is to provide a responsive service delivering quality, home based personal short breaks for children with disabilities, in line with the Care Quality Commission (CQC) guidelines. Workers are chosen for their skills, empathy, qualification, and experience and are placed with families ensuring continuity for the child where possible. The service benefits the whole family by supporting

the child and allowing other members of the family to spend time together. SDCS works with the Children with Disabilities social care team to improve outcomes for each child.

### ***Personal Support***

7. Outsourced domiciliary care service providing support to children with disabilities up to the age of 18 years old who require support packages to be delivered within the family home or taking children out from the home into the community. Support packages are awarded through a Dynamic Purchasing System (DPS) under 3 lots: Personal Support, Challenging Behaviour and Complex Needs. Support is also provided to children and families in crisis or emergency situations, usually through spot purchase.

### **Current position**

8. Following the recommissioning process in August-November 2022, and a second round of mini-competitions in March-April 2023, most of the Short Breaks Budget for 2023/24 has been allocated. Award letters were issued in November (first round) and in April (second round). Delivery plans for the first round are finalised and the service is now live; Other services will come online April-July.
  - 8.1 As noted above, we were successful in bidding for £907,400 of funding under round 2 of the DfE Short Breaks Innovation Fund and nearly all of this funding has now been committed.

<b>Conclusions:</b>
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- 9 In relation to the Children with Disabilities Service, we can evidence some significant improvement in relation to the concerns identified in March 2021 by the Ofsted monitoring visit and the full ILAC inspection did not reiterate these concerns in February 2022. It is an improved overall picture, and the department can have more confidence in the services ability to respond to the key areas of concern originally identified in March 2021.
  - 9.1 This is in part supported by performance data and there has been external scrutiny provided by the Quality Assurance service via the practice review and audit of 30 child and family assessments which has provided reassurance. There are still areas of concern within the disability service and some areas of performance need continued focus, for example timeliness of assessments, and we have in some areas an inexperienced workforce with more turnover than we would like which has implications of the quality of the work.

- 9.2 The alignment of all key services that relate to disabled children under the Assistant Director for Disabled Children has created the conditions for sustained improvements. Services working collaboratively and communicating with each other effectively is critical for improved outcomes for disabled children.
- 9.3 The Short Break shortfall in terms of reduction in community provision has in part been offset by the award from the DfE of £907,400.

<b>Recommendations:</b>
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- 10 For the Committee to note the changes and improvements in the CWD service since the Ofsted Monitoring Visit in March 2021.
- 10.1 For the Committee to note the budget and service position on Short Breaks and our plans for research into and evaluation of the service, on which we will report at a later date.
- 10.2 Ongoing reporting regarding performance within the Children with Disabilities Service to be part of business as usual reporting processes.

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**Sources/background papers**

Front end review

Ofsted position statement Short Breaks

Annex 1 – Children with Disabilities C&F Assessment Dip Sample Audit Report

Annex 2 – Children and Young People Outcomes Framework

Annex 3 – Surrey Short Breaks for Disabled Children and Young People Quality Report Template – Q1 2023/24

## **ANNEX 1 - Children with Disabilities (CWD) C&F Assessment Dip Sample Audit Report**

A request was made, in support of CWD practice improvement and learning, to undertake a dip sample of C&F assessments.

The dip sample from December 2022 consisted of 29 C&F assessments selected from CWD services across Surrey; the assessments were undertaken between May 2021 and November 2022.

**Purpose:** The purpose of this dip sample audit is specific to understand the quality and timeliness of C&F assessments completed within CWD over the period May 2021 – November 2022.

### **1. Audit Cohort:**

**29 children were initially selected for the audit based on the following criteria:**

- C&F assessment completed by CWD
- Comprised of children and young people from across the borough.
- Selected from the period May 2021 to November 2022
- Children and young people were selected from a CWD cohort that had the following subcategories: C&F completed, subject of child protection and had had a Sec 47 completed, though not met threshold for ICPC.

**The areas of practice assessed in the dip sample:**

- Timeliness of the C&F
- Consent to share information.
- Was the child or young person seen? (Whether seen alone and reason provided for this if not)
- Did the C&F capture the lived experience of the child or young person?
- Did the C&F document contain well referenced interactions with partner agencies?
- Did the C&F use the facility of a genogram, chronology, and parental capacity to inform an understanding the parent(s) history?
- Is there evidence of MI within the content of the assessment?
- Did the C&F utilise family strengths in completing an outcome focused plan?
- Where there had been a previous C&F, did the previous C&F reduce risk and improve the child or young person's lived experience?
- Was there an appropriate response to safeguarding concerns?
- Was the C&F of good overall quality?

## **2. Key Findings:**

- The assessments were completed for a range of reasons, neglect, parental dysfunction, parent child interactional difficulties, learning disabilities, CSE, child and adult mental health.
- There was a need to improve the overall content in the majority of the C&Fs. The themes specific to the need to improve the content of assessment are set out below.
- In all the assessments audited, the practice was safe.
- Where there was a safeguarding issue the response was proportional.
- There is evidence of safety planning that is at the appropriate level of need and proportional to needs presenting, however there is also evidence of drift in terms of review of plans evolving from out of timescale C&Fs for example.
- The child is recorded as having been seen in all the audits completed.
- Where the child has been seen, though not been seen alone, there is rationale provided.
- Ethnicity is recorded on all assessments audited. There are instances whereby ethnicity is explored within the assessment, though on the whole, such could have been better utilised within the assessment to inform the assessment content.

## **3. Themes within the assessments**

- 1. There is a need to focus on providing a brief statement to identify the purpose of the assessment being undertaken. There is also a need to summarise the section ‘What led to this assessment’**
  - Providing a brief clear statement as to why the C&F is being undertaken assists the reader and provides clarity to the beginning of the assessment.
  - The need to summarise the ‘What led to this Assessment’. Providing a succinct overview of what led to the assessment is essential as it assists the reader and provides clarity and focus to the need for the assessment to be undertaken. In these C&Fs, there is evidence of cut and paste entries that makes the reading of the document less fluid overall and needing the clarity of purpose provided by a succinct statement.
- 2. Where an assessment is *in* timescale, this is usually due to it being in response to a safeguarding issue specifically as part of process toward ICPC or initiating CLA process.**
  - This factor is relevant in all audits related to CP and 1 CLA. This is evidence to show that safeguarding issues have been responded to in a timely and proportional manner.
- 3. There is a predominance of out-of-date assessments in the dip sample.**
  - There are assessments that are significantly out of date in terms of overall timescale from initiating to completion.



- Whilst these assessments are significantly out of date, there are no instances of unsafe practice, which also applies to the whole of the sample where assessments were out of date.
- Where C&F assessments were out of date, there were a range of reasons provided within the document by the team manager for the delay in the assessment being completed, such as: worker availability, postponed by SSD and awaiting information from external agency. In most of these assessments, there was no recording to provide more clarity to this reason within the team manager's authorisation of the assessment.
- There were also instances where a reason for delay had been provided, yet the assessment was in date.
- In two scenarios, there was a need to contact the team manager to clarify an aspect of the assessment and planning. In both these scenarios, the response was proportional, and the team manager subsequently recorded MO specific to the issue requiring clarity.
- There are also assessments that had incorrect completion date added; i.e the date entered fell before the date that the assessment was commenced.

**4. Consent to information sharing not completed on almost all the audits.**

- From the dip sample, six audits had consent to information sharing recorded as granted. Gaining consent to complete the assessment and the sharing of information is essential to clarify with the family the role of the social worker and the purpose of undertaking the assessment as well as engaging with a family in a proactive and equitable manner.

**5. There is need to for more use of chronology and genogram. Within the overall dip sample, there was a predominance for the following:**

- Chronologies were not concurrent with the forms section on LCS, thereby not providing a full appraisal of previous contacts.
- Chronologies consisted of entries that present to be cut and paste from referral information and as such the chronology form not completed in all three areas provided.
- No chronology pulled through into assessment.
- No genogram pulled through into the assessment.
- Where genograms were used, in most assessments, the genogram recorded direct family members only. Genogram that records wider family members provide to the assessor a greater dimension to the content of the assessment and also the opportunity to highlight levels of support within the family network.

**6. The assessment content would benefit from the addition of dates when assessment information was collected and the name of the person who the information was collected from**

- Whilst the dip sample provide information from agencies, the evidence and scripting of this aspects of assessments is varied across the dip sample. This facility would be greatly enhanced if the person from whom the information was gathered was recorded within the assessment and the date on which the information was gathered is provided.
- There is great value to providing this information within the assessment as for example, it enhances the facility to recontact professionals to gain update or clarity on information provided and reinforces the need for accountability of information provided.

- 7. There is a reliance within the family history section to relate only to history of CSC involvement**
- In almost all the dip sample assessments, the family history section tended to be only the referral history when the form indicates:
    - ‘What would the family like to share about their history?’*
    - ‘What aspirations do you have about your future family life that we can work towards?’*
    - ‘What’s the legacy of your family history/relationship to Children's Social Care history that gets in the way of you believing the current plan will succeed and what can we do that would enable you to be more relaxed with this history so that we can work together?’*
  - There is great value in recording an overview of the parent’s family history in that it validates their experiences as a younger person and helps bring understanding to the scope of analysis for the assessment and reflects on outcomes in terms of dimensions of support highlighted.
  - One audit for example, records detail of the parent’s wedding and what they remembered of it. Whereas another audit there is no parenting information of the father, the information about him has been put in incorrect sections, and there is a need to be mindful of detail - eg - the s47 that led to this C&F assessment stated heroin was the substance found in the car with the father and the knife and another person. The assessment read cocaine not heroin. This man is clearly a risk, yet the parenting sections have not been completed for him. There is no in-depth understanding of parental background and how this links to current parenting style and the focus is on the father's behaviours and the mother's ability to protect. Whilst these aspects are essential to report on, they are component parts of a bigger picture, from which analysis and planning can be completed outside of the understanding that safety is on account of the father not being at the family home.
- 8. There was a tendency for the social worker recording the child/young person’s view as opposed to the use of direct quotes.**
- Within the overall dip sample, there is a predominance for summarising a child or young person’s views as opposed to the use of direct quotes – there is great value in the use of direct quotes if for no other reason that the future opportunity for the child or young person to wish to access their records. In this context, the social worker is recording in essence, memories for the child or young person to recall on reading the information held about them.
  - Where the child or young person is non-verbal – there are recordings of observations, though these vary in quality and depth and length.
- 9. There is a need to engage with Motivational Interviewing (MI) within the content of the assessments**
- Motivational interviewing is a *‘directive, client centred counselling style for eliciting behaviour change by helping clients to explore and resolve ambivalence.’ Rollnick and Miller (1995, p. 326)’.*

- **There is some evidence within the dip sample of the assessment engaging with the person-centred foundation of MI for example:**

#### **In one audit**

The social worker had made contact with the child's father and established from him that he wished to play no role in his son's life outside of providing maintenance.

#### **In another audit**

The inclusion of the mother's background and the general tone of the assessment suggests the consideration of MI principles and there is content to suggest progress, though not to the level of threshold of risk being reduced. There is evidence within the assessment of the transition to adulthood for the young person and the engagement with adult services.

#### **In a further audit**

The assessment provides dimension to the background of each of the parents and the young person's views are clearly represented - MI is present in the scripting of the social worker's recordings within the assessment as there is evidence that the SW has engaged with the family in a meaningful way to seek to determine level of need presenting - a greater emphasis on recorded dialogue in terms of felt support needs would have enhanced this detailed assessment.

### **10. There is a need to ensure timely review and recording of safety and support plans.**

- **Whilst delay and drift have not ultimately led to a child or young person being unsafe, (and the C&F dip sample included a combination of first and review C&Fs), there are a variety of examples to evidence the need for improvement:**

#### **In one audit**

The team manager cites the urgent need to develop a care package and acknowledges drift in the assessment, whilst the need is outlined, the plan is overdue. It is worth noting that CIN plan reviews have taken place since the completion of the C&F assessment, however the issue of immigration is not contained within the plan, and given the need for stability for the family, one would suggest that such is a task in the CIN plan.

#### **In another audit**

Plan recommended is for support via targeted services and for respite for the mother who is a single parent with limited support. This was to be reviewed in November 2022 however there is no recording of the plan having been reviewed by then on the pathway though there is evidence in case notes of actions undertaken.

## **4. Summary:**

### **Practice Strengths:**

- No child and or young person within the dip sample was audited as being unsafe – this mirrors the recent JTAI inspection.
- In all the assessments audited, the practice was safe.
- The child is recorded as having been seen in all the audits completed.
- Where the child has been seen, though not been seen alone, there is rationale provided.
- Ethnicity is recorded on all assessments audited, though on the whole, such could have been better utilised within the assessment to inform the assessment content.
- Where there was a safeguarding issue the children and young people audited, the response was proportional.
- Specific assessments within the dip sample are worth noting for the following elements and as such are good examples;

#### **Example 1**

The overall content of the assessment provided a well-rounded overview of the young persons lived experience, inclusive of summary of observations of interactions. The assessment has a clear statement as to why the assessment is needed.

#### **Example 2**

The social worker has actively engaged with the child's father with a view to ascertaining his role in his son's life. It is also good to see within the TM authorisation comments there is task to continue to engage with the father.

#### **Example 3**

A review assessment, with good detail in the analysis and outcome - it is encouraging to read background relating to the mother. The inclusion of the mother's background and the general tone of the assessment suggests the consideration of MI principles and there is content to suggest progress. There is evidence within the assessment of the transition to adulthood for the YP and the engagement with adult services.

#### **Example 4**

The overall content of the assessment is detailed and there is evidence of MI and the parenting section is inclusive of some background of both parents background as opposed to a history of contacts within children's services. The social worker has done well to gain all the information for the assessment and the quality of the assessment could have been improved by naming the persons contacted and the dates that the contacts were made. The voice of the child is present and detailed.

#### **Example 5**

This is a detailed assessment that provides much information regarding the parents, their challenges, and their willingness to parent the children. This is sourced from previously parenting assessments to cross reference past and present, the assessment

is balanced in that it provides opinion and analysis of the parent's strengths versus the need to safeguard.

#### **Example 6**

Thorough assessment that clearly evidences supportive parents and multi-agency reports. The assessment has clearly engaged with the parents to provide outcome of further support needed within the overall context of need of the young person. In the family history, there is a brief overview of the mother's past (though this section would benefit from the same of the father). The content of the assessment evidence observations and report of interactions of the young person with others as the young person is non-verbal.

#### **Example 7**

A Pre-birth assessment is completed with a view to initiate court process in relation to the child. There is a swathe of information relating to the mother's history and a brief section on the mother's views in this regard. The mother has concealed the pregnancy and states would do so if she fell pregnant again. The mother needs support and the recommendation is with regard to proceedings and accommodation of the child. There is consideration regarding contact arrangements within the safety plan. This assessment evidence threshold to initiate proceedings.

#### **Areas for Development:**

- There was a need to improve the overall content of C&F assessments with regard to the areas of improvement are recorded within this report, such being:
- Confirming consent to undertake the assessment.
- Timeliness of assessments.
- A brief statement providing purpose to the assessment.
- Better use of chronology and genograms.
- The influence and impact of ethnicity on the content of the assessment.
- The better exploration of parenting capacity.
- The better use of MI principles within the content of the assessment.
- Specific details of information gathered from inter-agency partners (date of and person contacted) within the content of the assessment.
- Greater use of direct quotes from children and young people where possible or recording of interactional observations otherwise within assessments.
- Safety plans would benefit from being more thorough and SMARTer, and greater evidence of management oversight throughout the assessment process.

## **5. Conclusion**

This dip sample of 29 children and young people from within CWD services across the borough evolved from a previous dip sample related to practice that had a small proportion of CWD audits within the whole dip sample. This sample was able to identify recurrent themes within assessment

content for improvement however, the rigour of this dip sample also been able to highlight areas of good content and practice as recorded above.

This was a detailed audit looked at the content and timeliness of the C&Fs completed between the timespan of May 2021 and November 2022.

The role of the social worker within CWD services cannot be underestimated in terms of its nuanced complexities and skills base. The purpose of this audit then, has been to support and assist with improving the standard of recorded assessment practice within CWD.

Within the sample, there was a predominance of a need to improve the overall content of C&Fs (and plans) for the reasons set out within the themes of this report. There was also a predominance of C&Fs being out of timescale, whether or not the C&F was a first or review assessment of need.

Where C&Fs were within timescale, this was mostly related to the assessment being a document that led to ICPC of a higher threshold of need due to a safeguarding matter. In this context, the dip sample illustrates that responses to safeguarding were proportional and timely.

Further, the dip sample evidences that no child or young person was found to be unsafe; such echoing the finding of the recent JSTAI.

There is the potential within a further dip sample of C&Fs to review the recommendations made within this report, to gauge the level of change and take up of the points raised for improvement.

## **6. Recommendations**

- There was a need to improve the overall content of C&Fs with regard to the *Areas for Development* recorded within this report.
- Safety plans would benefit from being more thorough and SMARTER, and greater evidence of management oversight throughout the assessment process.
- The summary section of this report provides aspects of good assessment content and areas for development in assessment. These two combined constitute a thorough C&F.
- For a good example to be constructed from the above listed good assessment content.
- For the content of this report to be shared in team meetings.
- A further dip sample review within a six-month period would go some way to measure change from this point.

**Report completed by APS Lead (24.04.23).**

## **ANNEX 2 - Children and young people outcomes toolkit**

This toolkit is designed to support the measurement of outcomes for disabled children and young people who access your service.

Reporting these outcomes is required as part of the contract you have with Surrey County Council. Accurate and consistent reporting on these outcomes is vital to inform Surrey Short Breaks about the impact your organisation has on children, young people and their families. This data should also allow you as an organisation to look critically at areas for improvement and respond to these accordingly. This data will also provide quality information for fundraising and Ofsted.

### **The Process**

**Providers are to select 1-2 groups and collect outcomes data from a minimum of 90% children and young people in a given session, rounded up or down accordingly (eg. 11 children in a group of 12, 7 in a group of 8)**

1. Identify a group to collect outcomes data as mentioned above (where possible).
2. Obtain permission to report on data for these children, this may already be outlined in your organisation policy.
3. Complete the outcomes feedback form for each child attending the session. Descriptors have been provided to help you establish a representative score, but there is also the option to select 'n/a' and give further details. Space has been included for you to record further information about why you gave that score, but this is optional.
4. Where possible, it is also our expectation that the voice of the child should be captured. We have provided a template feedback form for children and young people to answer, should they be happy to, and this is appropriate. This is in addition to provider scoring.
5. Data should be collated and input into the spreadsheet. There will be enough columns for all the children/young people you are collecting outcome data for – both provider and child-led scores.

## How to use the measuring outcomes sheet with the child/young person

The conversation prompts below may help you to engage with children/young people and ask the outcome questions in a more child friendly way. These are suggestions only; you are welcome to communicate with children in an alternative way if that engages with them best. We are also happy for you to base your scoring on observations if this is most appropriate.

Outcome	Conversation prompts
<b>1. Children are happy and have enjoyable experiences at Short Breaks</b>	<ul style="list-style-type: none"> <li>• <i>When you come and play/stay at ..... do you feel happy?</i></li> <li>• <i>Are you having fun today? Do you always have fun here?</i></li> <li>• <i>How much fun do you have at when you come here?</i></li> </ul> <p>WHAT HAPPINESS AND ENJOYMENT MIGHT LOOK LIKE: Smiling, laughing, laughter, engagement with activities, engagement with peers, greeting staff and peers</p>
<b>2. Children develop skills that enable them to be more independent and develop self-confidence</b>	<ul style="list-style-type: none"> <li>• <i>When you come to ..... do you feel like you know what you want to do?</i></li> <li>• <i>When you first come in to ..... do you feel happy to see your friends or sad to leave mum/dad?</i></li> <li>• <i>Do you like talking to/meeting new people/ playing with new friends at .....?</i></li> <li>• <i>Do you like doing new things at .....?</i></li> <li>• <i>What have you learnt at ..... recently?</i></li> </ul> <p>WHAT INDEPENDENCE AND CONFIDENCE AND PREPARATION MIGHT LOOK LIKE: Coming into the service without encouragement, choosing areas to play, choosing what to play, engaging with peers independently, engaging with staff independently, eye contact, directing play/activities.</p>
<b>3. Children form friendships with other children</b>	<ul style="list-style-type: none"> <li>• <i>How do you make friends?</i></li> <li>• <i>What do you like to do with friends?</i></li> </ul> <p>WHAT FRIENDSHIPS WITH OTHER CHILDREN MIGHT LOOK LIKE: Greeting children, playing and interacting positively with other children</p>
<b>4. Children develop supportive and trusting relationships with adults</b>	<ul style="list-style-type: none"> <li>• <i>Would you tell ..... if you had a problem?</i></li> <li>• <i>Do the adults here at ..... help you if you need help?</i></li> </ul> <p>WHAT SUPPORTIVE AND TRUSTING ADULT RELATIONSHIPS MIGHT LOOK LIKE: Talking to staff at Short Breaks, happy and positive interaction with Short Breaks staff, feeling comfortable to ask for help, engaging with staff independently, eye contact</p>



















# Short Breaks: Outcomes for children and young people

Name of child/young person:		Date:	/ /
Age of child/young person:			
Provider name:		Staff initials:	

**Provider feedback:** On a scale of 1 – 5, please rate the following outcome statements.  
*Please mark the number which most accurately describes the child/young person in relation to the outcome*

Outcomes	Progress descriptors / scale					
<b>1. Children are happy and have enjoyable experiences at Short Breaks</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>N/A</b>
	Never displays happiness and enjoyment				Always displays happiness and enjoyment	<i>Please provide details or other comments</i>
<b>2. Children develop skills that enable them to be more independent and self-confident</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>N/A</b>
	Never shows interest in being independent or learning new skills. Never demonstrates self confidence				Always acting independent and learning new skills. Obvious self-confidence	<i>Please provide details or other comments</i>
<b>3. Children form friendships with other children</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>N/A</b>
	No interest or awareness of others				Always seeks other children for friendship and play	<i>Please provide details or other comments</i>
<b>4. Children develop supportive and trusting relationships with adults</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>N/A</b>
	No interest or awareness of adults				Easily develop and maintain relationships with adults	<i>Please provide details or other comments</i>

## Child feedback: Please circle the smiley face which best shows how you feel

	Yes	Sometimes	No	Don't know
1. I have fun and like coming to this group				
2. I try new things				
3. I play with other children				
4. I like and trust the adults at this group				

Is there anything else you would like to say?  
You can write or draw in the box



**Yes**



**Sometimes**



**No**



**Don't know**

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# ANNEX 3 - Surrey Short Breaks for disabled children and young



## People Quality Report – Q1 2023/24

Please send your report to [shortbreaks.info@surreycc.gov.uk](mailto:shortbreaks.info@surreycc.gov.uk) by 14 July 2023

There is not a limit on content - all boxes will expand automatically

Provider name		
Person filling in the form		
Position		
Email		
Service type – please tick (please complete one form for each type that you deliver)	Play & Leisure – All additional needs & disabilities	
	Play & Leisure – Autism	
	Play & Leisure – Complex health needs	
	Play & Leisure – Visual Impairment	
	Play & Leisure – Complex needs support	
	Overnight Short Breaks	
	Family Breaks	
	Innovation Fund	

**This report should cover the period 1 April to 30 June 2023**

1.a. How would you summarise the overall performance of the scheme(s) over the period?

Very good: schemes have run as planned, achieved KPIs, no significant issues	
Good: schemes have largely run as planned, performed well against KPIs, some challenges	
Challenging – we have experienced some significant issues and challenges over the period	

1.b. Please explain your answer and reason for rating:

2.a. Looking ahead do you think things will improve, stay about the same, or deteriorate?

Improve	
Stay the same	
Deteriorate	

2.b. Please explain why, and how you are looking to sustain or improve performance:

3. Do you have any specific comments or issues to raise in the following areas? Please give details. You can add as much detail as you wish to the boxes.

Service delivery	
Staffing, recruitment, retention etc	
Demand and engagement from families	
Access and participation	
Meeting needs	
Safeguarding	
Other (please specify)	

4. Please provide a brief update on monitoring of outcomes during this period.

5. What other strategies have been used to evidence the effectiveness and impact of your services over this period, for example customer evaluations, surveys, case studies etc? Please describe these and highlight any key findings, and attach reports and documentation.

6. Please provide a short case study example which demonstrates how your service delivery aligns with the [Time for Kids principles](#). We would like to see examples of best practice when working with children and families.

Thank you for your feedback

MONDAY 12 JUNE 2023

**THE REPORT OF THE ADULT LEARNING AND SKILLS TASK GROUP**

**Purpose of report:** To provide the Select Committee with the findings and recommendations of the Adult Learning and Skills Task Group, tasked with considering what changes to adult learning and skills policy and provision would meet the economic and social needs of the community and deliver relevant environmental commitments.

**Introduction**

1. With the UK economy expected to continue to contract this year, chronic skills shortages must be addressed to encourage growth. The Confederation of British Industry (CBI) said businesses were still struggling to hire as the number of job vacancies remains at a historically high level. The businesses' representative has repeatedly asked the government to update the Shortage Occupations List<sup>1</sup>, suggesting that the skills required by employers are not in sufficient supply within Britain's borders.
2. At the same time as skilled positions lie unfilled, those in low wage work, which tends to be low skilled, are particularly helpless against the soaring costs of housing, energy, food and fuel, and the pool of available unskilled jobs is shrinking as a result of automation. Digital skills are a prerequisite for nearly all jobs now, yet in 2020, 15 per cent of those aged 15 and over in the South East were not able to do a basic set of digital tasks that include opening an internet browser.<sup>2</sup> An ageing workforce will, in addition, need to adapt to technological change after they trained in their sector, for example roofers needing to fit solar panels, while those who lost their jobs as a result of the coronavirus pandemic, for example in the hospitality, aviation or retail sector, could also benefit from retraining or upskilling.
3. It is clear there is a mismatch between skills supply and demand and thus an urgent need to upskill the adult population. The Adult Learning and Skills Task Group was set up against this backdrop of labour and skills shortages and the cost-of-living crisis, with the aim of identifying opportunities for adult learning in Surrey to better meet the needs

<sup>1</sup> Percival, 'CBI responds to latest labour market stats', (CBI, 2023) [CBI responds to latest labour market stats | CBI](#)

<sup>2</sup> Lloyds Bank, 'Lloyds Bank UK consumer digital index' (2020) [lb-consumer-digital-index-2020-report.pdf \(lloydsbank.com\)](#)

of employers and residents. It considers not just a desire for economic growth, but also the need to balance this with the impact on Surrey's people and the environment.

4. This report will explain how the Council's Surrey Adult Learning service fits into the current landscape and how it finds itself at odds with the agenda of the national government that funds it. It will demonstrate how a 'do-nothing' approach would be a risky business move and, although it would perhaps be favoured by a majority of current users of the service, would leave some residents of Surrey behind.

## Acknowledgements

5. Members would like to take this opportunity to thank all who have taken time to share their experiences with the Task Group which has helped to shape the findings of this review.

6. Any errors, factual inaccuracies or inconsistencies contained within the report are the responsibility of the Task Group alone and not of those who contributed their knowledge, insight and experiences to the formation of this report.

## Objectives

7. A Task Group was established by the Children, Families, Lifelong Learning and Culture Select Committee in March 2022 following a recommendation by the Committee in March 2021 that Surrey Adult Learning:

*Work with partners, within and external to Surrey County Council and with the Surrey Economy and Growth Team to develop a coordinated plan for the future, to ensure that the Adult Learning Service remains responsive to changing health, social and economic needs; and*

*Continuously review the Service delivery model to ensure sustainability and that the Service meets the needs and aspirations of the local community.*

8. Membership of the Task Group was agreed as follows:

- Chris Townsend, Chairman
- Catherine Baart (ex officio)
- Jonathan Essex
- Jeremy Webster
- Fiona White

9. The Task Group's purpose was to answer the following: What reasonable and achievable changes to adult learning and skills policy and provision are desirable in Surrey in order to meet the economic and social needs of the community and deliver relevant environmental commitments?



10. Its agreed objectives were:

- a) Understand the benefits of adult learning and skills (to economy, society and community).
- b) Understand current policy and provision and anticipated changes.
- c) Review employment data and participation in adult learning and skills at population and local levels.
- d) Identify the groups who stand to benefit the most from participation in adult learning and skills and barriers to their participation.
- e) Ascertain the current and anticipated economic and social needs of Surrey's communities (in the context of adult learning and skills), including the skills required to deliver our environmental commitments.
- f) Identify good practice regarding adult learning and skills within and outside of the county.
- g) Make recommendations regarding how the Council could improve its adult learning and skills offer in order to:
  - i. increase participation by disengaged groups and groups who stand to benefit the most from adult learning and skills; and
  - ii. contribute to meeting the current and future economic and social needs of Surrey and deliver relevant environmental commitments.

11. Adult learning is that delivered to people aged 19 or over which excludes official tertiary education such as degrees. As such it is not, and cannot be, the only answer in the plan to improve skills, since some skills gaps can only be filled by graduates. Surrey generally has an above average proportion of higher-skilled employment. This is also seen within the construction sector and the jobs that will be created in low-emission infrastructure in a zero-carbon economy, for instance, will require civil engineers, who must be graduates. Similarly, there are persistent vacancies in health and social care and a degree is needed to fill the plethora of vacant nurse and social worker roles. Adult education then, clearly cannot be the sole answer to all employers' skills shortage problems. The Council's Surrey Skills Plan, launched at the end of 2022, has a broader remit that also encompasses compulsory education and universities, although by nature of envisioning an employer-led system it does focus on technical routes.

### **Evidence gathering**

12. All of the evidence that was received in the course of this enquiry with permission for publication can be found in the annexes of this report.

## Written evidence

13. The Task Group's first step was to request written evidence from the following: Surrey County Council's directorates of education and economy and growth, Surrey Adult Learning, family centres, Orbital South Colleges Group (East Surrey College, John Ruskin College and Reigate School of Art), Learning and Work Institute, Surrey Chambers of Commerce, Enterprise M3 and Coast to Capital Local Enterprise Partnerships, Surrey Skills Leadership Forum, Family Voice Surrey, Jobcentre Plus, Association of Employment and Learning Providers, Foundation for People with Learning Disabilities, Local Government Association, and University of Surrey School of Economics.
14. To understand the needs and views of those who would use an Adult Learning service, from 9 March 2022 to 18 April 2022, the Task Group ran a public call for evidence in the form of an online survey. The survey asked for free text views on the following four areas: benefits of adult learning and skills; barriers and/or facilitators of adult learning and skills; what groups stand to benefit most from it; feedback on current policy and provision<sup>3</sup>. Emerging themes were coded and counted.

*Table 1: Responses to public survey*

<b>Respondent type</b>	<b>Number received</b>
Individual who has participated in adult learning or skills training	42 (75.0%)
Individual who has considered/is considering participating in adult learning or skills training	8 (14.3%)
Employer	1 (1.8%)
Other	5 (8.9%)
Total	56

## Oral evidence

15. The Task Group met with the following people to discuss Adult Learning and Skills on the dates stated:
  - 3 May 2022: Surrey County Council (Tim Oliver, Leader of the Council; Denise Turner-Stewart, then Cabinet Member for Education and Learning; Dawn

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<sup>3</sup> Responses available in Appendix 1

Redpath, Director for Economy and Growth; Jane Edwards, Assistant Director for Education; Francis Lawlor, Principal of Surrey Adult Learning).

- 14 December 2022: Orbital South Colleges Group (Lindsay Pamphilon, Group Principal and incoming Chief Executive Officer; Jayne Dickinson, Chief Executive Officer).
- 31 January 2023: Surrey Chambers of Commerce (Louise Punter, Chief Executive Officer; Rob Gibson, Local Skills Improvement Plan Project Manager).
- 6 February 2023: Surrey Adult Learning (Francis Lawlor, Principal).

## Limitations

16. Some organisations from which the Task Group requested written evidence were unable to support the inquiry. Similarly, the progress of this enquiry stalled for several months when the role of Scrutiny Officer became vacant.

## Benefits of adult learning and skills

17. The sense of belonging and achievement that acquiring new skills can bring is widely recognised to be beneficial to learners' mental health. It can also improve learners' employment prospects, which can in turn increase their earnings and foster a sense of identity, purpose and improved life satisfaction.
18. As well as the benefits to the individuals themselves, participation in adult education has benefits for the economy, as learners upskill to meet local employer needs, and for society, with the potential to lead to greater civic participation and reduce reoffending. Adults who engage in learning themselves are more likely to engage in their children's education.
19. There are two distinct aspects to adult education. Adult skills is defined as accredited learning that aims to provide a qualification from an awarding body, such as GCSE English or Maths. Community learning, meanwhile, is for non-accredited leisure and pleasure activities such as pottery, painting or pilates.
20. The Task Group's public survey illuminated that people who can feel isolated in the rural setting of Surrey are embracing leisure courses to profit from the social aspect of learning. Among the respondents asked to cite the benefits of adult learning, the acquisition of skills that did not lead to a formal qualification appeared more often (18) than formal qualifications (8), which may reflect Surrey Adult Learning's greater emphasis on community learning than adult skills. Although a significant number (13) stated getting a job or furthering a career as a benefit, this was surpassed by the number who cited social interaction (22) or mental wellbeing (21). As one contributor put it: *"The benefits are (I believe) as much to do with personal*

*well-being and social interaction as they are to do with learning a skill. This doesn't devalue the learning aspect, but it should nevertheless not be relegated to the status of a side issue."*

21. Seven of the 42 people (17 per cent) who had participated in adult learning or skills training said Surrey Adult Learning (SAL) had enabled them personally to make an income; this was due in equal measures to either formal qualifications or creative skills. It paled in comparison to the number of times that social benefits were raised.

### **Current policy and provision and anticipated changes**

22. Before 2010 the whole of Surrey was served by SAL which ran across about 18 locations. Sites in East Surrey were then leased to East Surrey College (ESC), which when leases ended chose to offer provision out of the college instead. SAL now has seven dedicated centres remaining in North and South West Surrey. Aside from family learning, which SAL delivers across the county, adult learning in the East continues to be delivered out of ESC in Redhill, now part of the Orbital South Colleges Group after merging with John Ruskin College in Croydon. Across Surrey, adult education is also offered by several further education providers: Guildford College, Farnham College and Merrist Wood College (all part of the Activate Learning group); North East Surrey College of Technology (Nescot) in Ewell; Strode College in Egham; and Brooklands College.
23. Nine of the Task Group's 56 survey respondents (16 per cent) complained about a lack of provision in Mole Valley. Provision of particularly community learning in Leatherhead and Dorking was surrendered by SAL in 2010 and lost when it was assumed ESC was taking over.
24. Three quarters of SAL's provision comprises community learning programmes, and adult skills leading to externally accredited qualifications makes up the remaining quarter. This split has evolved as a result of market demand and is an unusually high proportion of community learning relative to elsewhere, including East Surrey where the split is around two thirds accredited qualifications and one third community learning. The majority of SAL's learners are older, want to learn for pleasure, and have been made aware of provision through word of mouth or accessing the website. This is in stark contrast to places with higher unemployment where most learners are recruited through links with the job centre, communities and employers – a scenario more akin to the east of the county. Relative to SAL, ESC has a greater focus on entry into work and skills development than social engagement. It has well-established links with industries and its construction students, for example, have a guaranteed interview with Wilmott Dixon after a short period of training.

*Table 2: Different focuses on provision type, West v East Surrey*

	Accredited qualifications	Community learning
Surrey Adult Learning	25% (AEB)	75%
East Surrey College	65% (45% AEB, 20% Free Courses For Jobs)	35%

25. SAL feels under pressure to change its 75:25 ratio because of the Government's emphasis on skills for jobs in its post-16 technical education reforms. In April 2022, after the Task Group was established, the Skills and Post-16 Education Bill was enacted. This makes it a requirement for a designated Employer Representative Body (ERB) to draw up a Local Skills Improvement Plan (LSIP). These plans focus on creating a demand-led system, placing employers at the centre so that they can recruit people with the skills they need. Surrey Chambers of Commerce is the county's designated ERB and was due to submit the LSIP, of which adult education is just one aspect, to Government at the end of May 2023. SAL has regular meetings with the ERB. Along with all other providers of adult education, SAL will be monitored by Ofsted on how effectively they respond to this improvement plan. They will also be required to align their curriculums with the LSIP's priorities in order to receive funding from the Education and Skills Funding Agency (ESFA) and will need to set out targets for doing so in an accountability statement.
26. The ESFA's Adult Education Budget (AEB) fully funds adults aged 19 and over to do digital skills up to Level 1 and English and Maths GCSEs at grade 4 (C) or above. It also fully funds learners' first Level 2 qualification in any subject if aged 19-23, or aged 24 and over who are unemployed or earning below National Living Wage (£18,525). In addition, it pays for adults aged 19 and over to do English for Speakers of Other Languages (ESOL) up to Level 2 when unemployed or earning below National Living Wage.
27. Under the Lifetime Skills Guarantee, enshrined in the 2021 Skills for Jobs White Paper, the Government also pays for bootcamps – fast-track courses of 12-16 weeks that develop in-demand skills and culminate in an interview with a local employer – and Free Courses for Jobs, where anyone aged 19 and over has their first Level 3 funded, or subsequent Level 3 if unemployed or earning below National Living Wage, for a prescribed list of courses where the UK has a skills shortage. These include digital, health and social care, teaching and construction. Having a curriculum that is responsive to industry need will be the paramount priority of the LSIP and it is likely colleges will utilise and expand skills bootcamps to offer shorter courses or modular options to businesses.
28. Employers' needs tend to extend beyond Level 2 and SAL does not deliver Level 3 provision under the Lifetime Skills Guarantee; going forward it may well be expected to offer more qualification-based courses to comply with the LSIP. This is

problematic for two reasons: firstly, the principal does not believe there to be sufficient demand in West Surrey to warrant more Level 3 provision; secondly, if the balance was flipped against community learning it would be detrimental to SAL's income, almost half of which (45 per cent) comes from community learning provision. Demand for Level 3 is considered to be supplied in full by other providers and it is not regarded as sensible to compete for what is a limited supply of competent tutors and funding, particularly when SAL does not necessarily have the expertise required to deliver at this level: *"If we have learners wanting to do a Level 3 we send them to FE colleges. I would move into it if I thought that there was a shortage and a demand, but I haven't found that; principals say they struggle to fill their Level 3 courses."*<sup>4</sup>

29. Paid-for community learning cross-subsidises both free parenting support classes and supported learning for about 50 adults with moderate to severe learning difficulties. Although SAL does receive AEB funding for community learning, it is not full cost recovery and the majority of learners pay a fee for the classes, topping up government funding significantly. It brings in about £2 million income, allowing the other 15 per cent to take part for free. SAL leadership fears the Government's emphasis on more economic-led outcomes will make it less inclined to contribute to community learning and therefore put these programmes, and with them the ability to facilitate provision generating friendships, under severe strain. As can be seen in in Table 3, community learning made up 78 per cent of SAL's Adult Education Budget grant in the last academic year. If fees must be increased to compensate for a grant reduction, this may exclude all but the very well-off. Not only would this contribute to social isolation, it would go against the Council's guiding principle of 'no one left behind'. SAL's principal commented: *"Scandinavia and Northern Europe do a lot of civic education and recognise its importance in the rounding of communities. I'm not sure our drive towards economics is for the best."*<sup>5</sup>

*Table 3: External Grants 2022/23*

<b>2022/23 (academic year)</b>	<b>(£) ESFA</b>	<b>(£) GLA</b>	<b>(£) Total</b>
Community Learning	2,151,028	91,080	2,242,108
Adult Skills	597,582	22,435	620,017
<b>AEB Total</b>	<b>2,748,610</b>	<b>113,515</b>	<b>2,862,125</b>
<b>Grant total</b>	<b>2,748,610</b>	<b>113,515</b>	<b>2,862,125</b>

**Conclusion:** There is a disparity between the types of provision offered in East and West Surrey, which leaves different parts of the population in each area dissatisfied. Mole Valley residents in particular feel under-served in community learning, while East

<sup>4</sup> Annex 11

<sup>5</sup> Annex 11

Surrey’s alignment to the Government’s Skills for Jobs drive leaves SAL vulnerable to having to move away from its traditional area of focus. Reduced income from community learning may put at risk subsidising parenting classes and supported learning for adults with learning disabilities.

**Employment data and participation in adult learning and skills**

High employment rate

30. “Rising headline employment and growing labour market non-participation means a tighter labour market,”<sup>6</sup> reports Enterprise M3 Local Enterprise Partnership (LEP), which covers West Surrey and most of Hampshire. It is generally difficult to fill vacancies, and more so in Surrey where fewer people are out of work than the Great Britain average. In the year to September 2022, employment among Surrey residents aged 16-64 was strong at 78.8 per cent, compared with 75.5 per cent across Great Britain<sup>7</sup>. With only 2.7 per cent in the county classed as unemployed, i.e. able to work and seeking a job (3.7 per cent in Great Britain), the pool of available workers is even smaller than elsewhere.
31. Even the highest unemployed claimant rate in West Surrey revealed by Enterprise M3 – 3.1 per cent in Spelthorne – compares favourably with the UK rate. However, the averages fail to reveal the outliers; although no borough in particular stands out overall, there are pockets within boroughs where the number of unemployment claimants far outstrips the country’s average. In the same year as the data in Table 4, 8.8 per cent of Goldsworth Park Woking residents were receiving unemployment benefit, 6.1 per cent in Walton South and 5.9 per cent in Stanwell North - just a few examples of many areas well in excess of the concurrent 3.8 per cent average for England<sup>8</sup>.

*Table 4: Unemployed claimant rate in West Surrey boroughs, November 2022*

<b>Borough / Region</b>	<b>Unemployed claimant rate</b>
Elmbridge	2.1%
Guildford	1.8%
Runnymede	2.3%
Spelthorne	3.1%

<sup>6</sup> Enterprise M3, ‘Enterprise M3 Economy, Labour Market and Skills Dashboard Jan/Feb 2023’ (2023) [Enterprise M3 Economy and Labour Market Dashboard](#)

<sup>7</sup> Office for National Statistics, ‘Labour Market Profile – Surrey’ (2023) [Labour Market Profile - Nomis - Official Census and Labour Market Statistics \(nomisweb.co.uk\)](#)

<sup>8</sup> Surrey County Council, ‘The behaviours of Surrey residents - a comparison of the identified areas (LSOAs) within the 21 key neighbourhoods’ (2022) [PDF-Dashboard-comparing-22-LSOAs-21-key-neighbourhoods-Oct-22.pdf \(datapress.cloud\)](#)

Surrey Heath	2.1%
Waverley	1.8%
Woking	2.4%
South East	2.9%
UK	3.6%

Source: Enterprise M3 Economy, Labour Market and Skills Dashboard Jan/Feb 2023

32. It is worth noting that a large number of vacancies competing for a small pool of applicants should not necessarily discourage people from improving their qualifications, because jobseekers may not have the qualifications required by the available roles. Over two thirds (67 per cent) of labour demand in the Enterprise M3 area in December 2022 was in high-skilled and upper intermediate-skilled roles. According to the Office for National Statistics, Surrey’s share of employees in professional occupations or managers/directors/senior officials is higher than average - 48.6 per cent compared with 36.5 per cent nationally.

#### Highly skilled population

33. Surrey residents in general are relatively highly qualified, nearly six in 10 people (58.9 per cent) to A Level or beyond (50.7 per cent in England and Wales) and four in 10 (42.4 per cent) have degrees or above (33.8 per cent in England)<sup>9</sup>. The number of highly educated perhaps makes it unsurprising that SAL leans more towards community learning than adult skills. At the same time, however, more than one in five of Surrey adults (21.3 per cent) have not achieved any Level 2 qualification, the equivalent of a GCSE grade 9 to 4 (A\*-C). Although this is a small proportion relative to the 27.8 per cent across the nation, it equates to more than 207,000 people. Furthermore, more than 125,000 of these people (12.9 per cent of Surrey adults) have no qualifications at all.
34. Following SAL’s 2022 inspection, Ofsted said: “*Leaders should ensure that they refocus their allocation of public funding to meet the needs of those who are disadvantaged, vulnerable and least likely to participate in education.*” Excluding pensioners gives a more accurate picture - 4.3 per cent of Surrey residents aged 16-64 do not have any qualifications and 17.7 per cent have not achieved at least a Level 2 qualification<sup>10</sup>; although these figures are still not fully informative as the state pension age is 66, they show there is a considerable proportion of residents who could benefit from upskilling.

<sup>9</sup> Office for National Statistics, ‘Education, England and Wales: Census 2021: Highest level of qualification’ (2023) [Education, England and Wales - Office for National Statistics \(ons.gov.uk\)](https://www.ons.gov.uk/educationandwork/education/census2021/highestlevelofqualification)

<sup>10</sup> Office for National Statistics, ‘Labour Market Profile – Surrey’ (2023) [Labour Market Profile - Nomis - Official Census and Labour Market Statistics \(nomisweb.co.uk\)](https://www.nomisweb.co.uk/lmp/surrey)



**Conclusion:** The proportion of unskilled residents in the county is relatively low. Nevertheless, there are more than 130,000 residents without a Level 2 qualification, and more than 30,000 of these have none. In order to fulfil its ethos of leaving no one behind, the Council must strive to reach them.

Shrinking government funding coincides with decreasing participation

35. The Learning and Work Institute's Participation in Learning Survey 2019 showed that participation in adult skills nationally was at its lowest rate for two decades. In the basic adult skills of English, Maths and ESOL it declined by 63 per cent, 62 per cent and 17 per cent respectively between 2012-2020<sup>11</sup>. In the same period, the Adult Education Budget reduced by 52 per cent in real terms.
36. Surrey Adult Learning suffered a loss of learners too, and now has only about one third of the 20,000 it had in 2010. Numbers had already fallen considerably to 11,785 pre-Covid and last year stood at 6,726. However, unlike the national picture, it is the community learning participants who have dropped off (47 per cent between 2018/19-2021/22); conversely, the take-up for adult skills has gone up 20 per cent in this time.
37. SAL had initially managed to compensate for the reduced AEB grant to an extent by creating new community learning courses to generate additional tuition fee income. In fact it experienced a growth in enrolments in the five years prior to Covid; however as demand then decreased, it became more difficult to use the £2.1million budget as efficiently: *"Pre-Covid 2018/19 we were one of the most efficient users, amongst the best in the country for cost per learner. Now we are about average, less efficient, because where we used to have eight or nine learners on a course, we now have five."*<sup>12</sup> This has a knock-on effect on customer satisfaction. Classes are mixed ability unless there is enough demand from those with same ability. However, while a solution if numbers enrolling are low, mixed ability classes were felt by some who responded to the Task Group's survey to result unavoidably in an unequal allocation of the tutor's time, which was felt to be unfair.
38. A SAL survey to find out why participants have not come back post-pandemic attracted 570 respondents but had not yet been analysed at the time of writing. The Principal of Surrey Adult Learning has not seen participation elsewhere in FE colleges increase and believes therefore rather that learners are making different life choices. His feeling is that post-lockdown people would rather spend their time travelling and seeing family, and this also applies to tutors making them in short supply. There are also some learners who, having seen the productivity brought about by remote learning, feel the classroom is not as productive, while others describe the face-to-face contact as a lifeline.

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<sup>11</sup> Learning and Work Institute, 'Getting the basics right. The case for action on adult basic skills' (2021) [Getting-the-basics-right-LW-report.pdf \(learningandwork.org.uk\)](#)

<sup>12</sup> Annex 11

**Conclusion:** Participation in SAL’s community learning programmes is decreasing, which is making them more expensive to run. This reduced income may result in learners having to pay higher course fees and risks making them unaffordable to some.

**Groups who stand to benefit most from participating and the barriers**

39. As discussed in the previous section, Surrey’s population is very well-educated overall, relative to other parts of the country. This does not mean, however, that there are no people locally who lack skills. Averages mask the complete picture; for example, almost two in five people (39.7 per cent) living in part of Stoke in Guildford are unqualified, which is 17.2 percentage points higher than the UK average. The areas in Table 5 are among 21 identified by the Council as ‘key neighbourhoods’, prioritised in its Health and Wellbeing Strategy as those with the poorest health outcomes.

*Table 5: Surrey wards with highest proportion of unqualified residents*

Lower layer Super Output Area (LSOA)	% with no qualifications
UK	22.5
Surrey	15.9
Guildford 007C (Stoke)	39.7
Mole Valley 011D (Holmwoods)	30.8
Spelthorne 001C (Stanwell North)	30.7
Surrey Heath 004C (Old Dean)	30.2
Woking 004F (Canalside)	30.1
Runnymede 006D (Chertsey St Ann’s)	30.0

Source: 2011 Census (Breakdown of 2021 data not yet available)

40. Index of Multiple Deprivation (IMD) rankings, a dataset widely used to measure the relative poverty of small areas, were cross-referenced with locations of SAL’s seven centres to gain insight into whether these are best situated to be accessed by residents in need. With the exception of Woking, all seven centres are situated in areas that rank low for deprivation. The majority of SAL’s learners live in the vicinity of their sites, which are in relatively affluent areas and as such well placed

to cater for the older middle-class residents who are their most prominent users. Indeed, the largest age group participating in SAL courses is 60-69, suggesting this is not for the purposes of gaining employment.

41. Runnymede does not have a Surrey Adult Learning centre, despite Englefield Green West being one of the Council's 21 key neighbourhoods. Guildford does have a SAL centre, but it is in an area of the town centre that ranks among the least deprived - 32,291 out of 32,844 for education, skills and training. By contrast the borough's most deprived area in Westborough ranks much nearer the top of this category at 1,069.
42. Similarly, Spelthorne's centre is located in Sunbury East with an IMD rank of 30,655, where only one Lower layer Super Output Area (LSOA) in the borough has a higher rank. If those from the most disadvantaged backgrounds are to be reached, it may be more appropriate to locate one where there is the greatest level of deprivation, in Stanwell North next to Heathrow Airport where most homes have the lowest council tax band of H, and which has an IMD rank of 6,666 out of 32,844 (where 1 is most deprived).
43. Unlike the dispersed way that SAL delivers its services, there is some public dissatisfaction with the centralised nature of ESC's Surrey provision, concentrated in Redhill. A dearth of provision of particularly community learning in Leatherhead and Dorking, both of which also have pockets of deprivation, was raised several times in responses to the Task Group's public survey.
44. Local skills gaps were identified by Ofsted in their visit to SAL in May 2022: "*While leaders have made progress in meeting the needs of many adult learners and apprentices, very few of these come from the most disadvantaged backgrounds or areas of deprivation.*" By contrast, Ofsted said of ACL Essex, which is commissioned by the county council there: "*Courses are clearly targeted to support those communities in greatest need, or groups for whom other forms of provision may not be suitable.*"
45. According to ACL Essex's inspection report, what managers are doing to identify need is working well with local charities and community groups. East Surrey College, which plans to target an area of deprivation by running Multiply courses at the Merstham Hub, commissions the adult education charity WEA and relies on its presence in local communities to build relationships. Partnerships are an important part of targeting need and can help to raise awareness in the right places. ESC highlighted a lack of awareness of the available provision: "*It's amazing how many people don't know that if you haven't got Maths and English Level 2 it's free.*" SAL has an important role to play in getting the word out about what is on offer.
46. It would be worthwhile connecting with Mole Valley Employment and Skills Hub who, using funding from the DWP's Back to Work budget, link residents with

training opportunities. It is delivered by the charity Surrey Lifelong Learning Partnership, who run a community learning centre in the disadvantaged area Park Barn. Within nine months of starting out it was working with 35 people, highlighting the level of need in the area. The people it works with are referred by its partners, a good example of partnership working which could be replicated in similar areas. There are multiple other charities in Surrey that could also help SAL to bridge the gap and reach vulnerable people in most need of its adult skills. These include: ETHOS Project, The Hope Hub, York Road Project, Guildford Action, Surrey Minority Ethnic Forum, Surrey Coalition of Disabled People, Scope, Mencap, Richmond Fellowship, Love Me Love My Mind, Catalyst and Oakleaf Enterprise.

**Conclusion:** Ofsted highlighted a need to encourage participation in deprived areas. There are pockets of deprivation across Surrey where the fundamentals of supporting people into training and learning need to be addressed before a vocational pathway can even be considered. SAL centres are not best situated to reach these people, who are the most in need of gaining adult skills.

**Recommendation 1:** Develop a stronger relationship with Jobcentre Plus to (a) connect with the adults most in need of upskilling and (b) ensure courses match demand in type and location.

**Recommendation 2:** Take the teaching of functional skills to where the data shows qualifications are most lacking and unemployment is greatest. There should be a greater focus on Spelthorne, for example, where the greatest proportion of Surrey's residents have fewer than five GCSE grades 9-4 (27.9 per cent). Ideally this will not necessitate the closure of any current centre but if the budget means all courses must be in the same building, then this may mean those who can afford to travel may have to go farther.

**Recommendation 3:** Venues should be accessible by public transport and co-located with other internal services like libraries to be more community based and share costs. Every library across Surrey should also operate as an adult learning facility delivering community learning.

**Recommendation 4:** Form or strengthen partnerships with the community and voluntary sector organisations suggested in the Task Group report to encourage participation in disadvantaged and deprived areas.

**Recommendation 5:** Continue to work with teams in community engagement, economic development, land and property and health and wellbeing to analyse other ways of targeting the Council's 21 key neighbourhoods.

## Barriers

47. A lack of skills up to Level 2 is a barrier to progressing to higher vocational learning, and, having left learning long ago, this could perhaps be accompanied by bad memories relating to compulsory education and a lack of self-belief. There are

also the constraints of the cost and availability of childcare and transport as well as finding the time amid work and caring responsibilities. The House of Commons Education Committee recommended developing qualifications that can be taken in *“bite-size modules rather than commit to full qualifications”*<sup>13</sup> to enable adults with busy lives to build up qualifications over time. Surrey Chambers, asking businesses in an ongoing survey how they want training delivered, are finding short modular courses akin to the bootcamp model have been a popular choice, selected by 23 per cent so far<sup>14</sup>.

48. Some of the practical impediments can also be mitigated by virtual learning, and a mix of remote and in person classes would cater for everyone’s needs if economically viable. It should be remembered, however, that the pandemic exacerbated some of the learning gaps for the most vulnerable groups as classes moved online, which the digitally excluded are unable to access. The Council has commissioned Citizens Online to research the extent of this exclusion. It is estimated that a lack of access to information and communications technologies is preventing 200,000 Surrey residents from fully participating in society.
49. At the same time, poor infrastructure in rural Surrey inhibits access to education in person. As well as the infrequency of public transport on some routes, cost is an issue. This is particularly a problem in the East of the county where provision is centralised. According to East Surrey College, travel is the biggest barrier to asylum seekers’ learning: *“Funding that would enable that travel would completely revolutionise what activities they can access. They would stop being people who just live in a hotel who don’t have any relationships and don’t feel part of this community.”* Whereas Ukrainians can legally work in the UK and so have ESOL fully funded, Afghans still seeking asylum status are only part funded. As a result, ESC were taking training to their hotels rather than using their bursary on buses, but this did not allow students to gain the life skills involved in travel.
50. When looking for accommodation near those most in need, therefore, the Council does need to consider if there is affordable public transport to get there. In 2020 the House of Commons Education Committee’s 2020 recommendations also included: *“A community learning centre in every town to ensure the first rung of the ladder is there for adults furthest from qualifications and employment”*. It was suggested among the Task Group survey responses that Surrey’s adult education should be given equal status to its libraries. Siting an adult learning facility within every library hub would allow it to become more community based. Co-location is the intention in the library transformation board’s plans to move Sunbury’s into the town centre. It has tried for two years to also co-locate in Camberley, but the principal of SAL says this has proven difficult.

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<sup>13</sup> House of Commons Education Committee, ‘A plan for an adult skills and lifelong learning revolution’ (2020) [A plan for an adult skills and lifelong learning revolution - Education Committee - House of Commons \(parliament.uk\)](#)

<sup>14</sup> Surrey Chambers of Commerce ‘Enterprise M3 + Rest of Surrey Local Skills Improvement Plan (LSIP): Key findings and draft priorities webinar’, webinar for colleges and Independent Training Providers (28 March 2023) [LSIP Breakfast event \(surrey-chambers.co.uk\)](#)

51. Another important barrier that SAL needs to break down is a negative perception of the value of, or need for, education. They explain it is a “hard sell” convincing those with low qualifications to participate because in spite of this they are finding relatively well-paid roles: *“When I ask the economic development team, have labourers on construction sites got a desire to improve their qualifications, I find not, because they’re relatively well-paid and so do not see the financial advantage of it.”*<sup>15</sup>
52. Aside from convincing people of the personal advantages of upskilling, barriers faced by the provider are recruiting enough staff and making courses affordable amidst the shrinking Adult Education Budget. Community learning is particularly important at a time when an increasing number of people are suffering problems with emotional wellbeing. However, educational enrichment through education can be seen as a luxury in a cost-of-living crisis, and not just by welfare claimants. Eighteen respondents to the Task Group’s survey mentioned cost or payment arrangements as an issue: *“I know several people who have stopped courses reluctantly because they no longer have sufficient money to sign up and these are people unlikely to be in receipt of benefits. Personal fulfilment opportunities should not only be available to those who can afford them easily.”*
53. SAL state that currently their predominant clientele is middle/upper-middle class 60 to 69-year-olds and: *“There are no barriers concerning cost, despite the cost-of-living crisis”*<sup>16</sup>. They do, however, consider participation would suffer if costs were now to be increased, whereas it is thought this would not have been the case five years ago. As already noted, this would perpetuate the problem by making it more difficult to run courses efficiently.
54. Both SAL and ESC should heed the danger of a single entity delivering the bulk of an area’s adult skills and community learning programme. West Sussex County Council commissioned the charity Aspire Sussex to deliver most of its adult learning for 10 years, but it ceased trading in November 2022 after Covid caused the number of learners to fall dramatically. The ensuing cost-of-living crisis meant many were unable to pay for their courses, Aspire’s Director of Development explained. West Sussex County Council has since decided to take a mixed economy approach<sup>17</sup>.

**Conclusion:** The closure of Aspire Sussex in 2022 after its learners were unable to pay course fees demonstrates the risks associated with having a single adult education provider in one area. Council Services beyond education need to do all they can to

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<sup>15</sup> Annex 11

<sup>16</sup> Annex 8

<sup>17</sup> West Sussex County Council, ‘Item 6 Commissioning of an Adult Community Education Service’ (2023) ([Public Pack](#))[Agenda Document for Children and Young People's Services Scrutiny Committee, 18/01/2023 10:30 \(moderngov.co.uk\)](#)

improve access to SAL's courses in order for it to remain viable, including minimising digital exclusion and improving public transport.

**Recommendation 6:** Fund transport for asylum seekers to attend training provision, particularly where it is centralised. This could be using the neighbourhood portion of Community Infrastructure Levy receipts.

**Recommendation 7:** Where possible courses should be offered both in person, to allow access for those without a computer and to maximise the social aspect, and remotely, to make it easier for people without transport or limited spare time due to caring or work commitments. Liaise with Citizens Online, which has been commissioned by the Council to research digital exclusion in Surrey, and cooperate with its recommendations to minimise it.

**Recommendation 8:** Market research of the types of courses wanted and better promotion of what is available could help to avoid having to run courses mixed ability due to lack of interest.

**Recommendation 9:** Where mixed ability classes must be used for the sake of economics, train tutors how to differentiate effectively and incorporate peer and self-assessment to enable their time to be shared more equitably.

## **Surrey's economic, social and environmental skills needs**

### **Economic**

55. Like most economies the bulk of Surrey's employment is in retail, health and education. It also has high-knowledge industries such as aviation, digital, professional services, life sciences and advanced manufacturing. Job postings show the highest number of vacancies in Surrey in the last year were for care workers and home carers, nurses, programmers and software developers, administrative roles, and sales.
56. In the Local Skills Improvement Plan (LSIP) region that includes Surrey and most of Hampshire, there are 78 per cent more jobs in the IT sector than the national average and 34 per cent more in construction, and Surrey is not immune from the nationwide recruitment struggles in these areas in particular. The government paper 'Quantifying the UK skills gap' of May 2021 said 46 per cent of businesses were struggling to recruit for roles that require data skills. Construction companies are similarly finding it difficult to hire, exacerbated by losing workers to Brexit and the fact that over a fifth of workers in the sector are in their 50s,<sup>18</sup> at a time that the architecture, engineering, and construction industry is being transformed by 3D design and modelling software.

<sup>18</sup> Construction Management, 'Why upskilling is key in 2022' (2022) [Why upskilling is key in 2022 - Construction Management](#)

57. The Surrey Skills Plan approved by Cabinet in October 2022 recognises the need to “Develop and promote courses to keep pace with industry demand and support reskilling” but does not specify who should be responsible. In the current economic climate, businesses are said to be putting their own investment in training on the back burner, along with marketing, as two costs that make the difference in the slightly longer-term. More positively, the process of writing the LSIP has acted as a bridge between training providers and businesses, with Surrey Chambers building lines of communication between them so that businesses can influence the courses on offer. Indeed, Nescot started a Level 6 Laboratory Scientist Apprenticeship in January 2022 as a direct result of a need identified by employers.
58. Young people in the area tend to overlook apprenticeships as they are encouraged by parents to go to university. In the 2021 census, 4.2 per cent of Surrey residents aged 16 and over had an apprenticeship, compared with 5.3 per cent in England and Wales. In the Chambers of Commerce survey, 82 per cent of respondents either already take on apprentices or plan to utilise them in the future<sup>19</sup>. It is therefore not a case of needing to persuade employers to engage, but persuading the workforce this is a sensible option and making the apprenticeships easy to find.
59. Some gaps in provision exist in areas of skills shortages. For example, coding is only available at ESC as an apprenticeship, not an option for those who cannot afford to take an apprentice rate of £4.81 an hour for a year. A part-time offer would allow working people to retrain in software development. Similarly, HNC (level 4) Digital Technologies (software development and programming) at Guildford College is also out of reach for some in more ways than one, with fees over £6,000 and, although partly online, a location of Reading or Oxford. East Surrey College offers ‘taster’ days to introduce possible new practical careers in for example plumbing or electrical installation, which can encourage people to engage in longer courses, and these could be extended to include coding.
60. Strategic Development Funding (SDF) is being awarded to help reshape training provision to align it with the LSIP, and the Enterprise M3 LEP was awarded £2.69m in 2022/23. Surrey’s Nescot and Hampshire’s Sparsholt College worked together to lead their application process and the funding was awarded to providers advancing retrofit and carbon literacy. Among them was East Surrey College, but not SAL which did not apply.
61. The Council is supporting skills needs where it itself is the employer, for instance apprenticeships in social care. Using the Apprenticeship Levy, Surrey County Council has over 40 staff on adult social care programmes at Chichester University for the Social Work Degree and Canterbury (Christchurch) for the Occupational Therapy Degree.

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<sup>19</sup> Surrey Chambers of Commerce ‘Enterprise M3 + Rest of Surrey Local Skills Improvement Plan (LSIP): Key findings and draft priorities webinar’, webinar for colleges and Independent Training Providers (28 March 2023) [LSIP Breakfast event \(surrey-chambers.co.uk\)](https://www.surrey-chambers.co.uk)



62. Colleges are well-placed to provide a progression route into the care industry, and the curriculum delivered by East Surrey College has direct input from Surrey Care Association which supports social care providers. As an employer struggling to recruit enough social workers, the Council could enter a mutually beneficial partnership with ESC by helping to recruit onto its access to social work course and giving the students work placements. Following a Select Committee recommendation in April 2023 to work with ESC to provide placements for students on their Level 3 course in Access to Social Work, the Cabinet Member agreed the Children's Services Academy would approach social work teams to place their students wherever there was available capacity.
63. The Government's Lifetime Skills Guarantee, paid for by the National Skills Fund, allows any adult without an A Level or equivalent (or who do but are unemployed or earn less than the living wage), to access full funding to take their first Level 3 course. In Surrey, these are available in childcare and early years, health and social care, and construction, at East Surrey College, or Professional Training Solutions based in Farnham<sup>20</sup>. It is anticipated that those studying childcare free of charge on a Saturday at ESC will go on to do the foundation degree and work in the industry, another that desperately needs staff. They also run 'Pre-access to Nursing' for those who first need English and Maths GCSEs, a course which attracted an "enormous" number of applicants during Covid. In addition, there are discussions with a provider about them writing a course programme to enable ESOL learners to get the skills they need to apply for healthcare assistant jobs.
64. Many of the skills gaps require vocational qualifications at a higher level than SAL is currently delivering, arguing they are already sufficiently supplied by the further education colleges. Therefore, the Government's drive for a skills plan led by employer demand may conflict with SAL's lean towards community learning. As discussed, this is a problem because paid for non-accredited courses in the areas of foreign languages, arts and crafts and cookery are important not only to combat social isolation but also for SAL to supplement its income, especially when the Adult Education Budget has failed to increase in line with rampant inflation.

How can this tension be resolved?

65. A 'do nothing' option is risky because it needs to show in its accountability statement how it aligns with the LSIP. At the same time, providing more higher-level vocational courses would not play to its strengths and could be to the detriment of the community learning courses which are its area of expertise, and where the majority of its customer base lies due to market demand. It does not have the expertise to teach directly many subjects where skills shortages have

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<sup>20</sup> Department for Education, 'Free courses for jobs: list of providers' (2022) [Free courses for jobs: list of providers - GOV.UK \(www.gov.uk\)](https://www.gov.uk/free-courses-for-jobs-list-of-providers)

been identified. It also does not make good sense when existing providers are competing for skilled tutors, of which there is a shortage, as well as competing for a share of the same grant. Furthermore, it may not be sensible for the Council to pursue taking a greater share of the market itself in the current climate, when the collapse of Aspire Sussex has shown a single provider model to be risky. In West Sussex County Council's preferred new model, endorsed by its scrutiny committee in January 2023, the Council does not provide adult learning directly but instead allocates the AEB to multiple subcontracted providers. It is the Council's job to design the curriculum, manage the contracts, and give quality assurance, which spreads the risk and gives more scope for tailoring its offer according to location and learner needs. The Council is comparable to Surrey in that it has a 64:36 split in favour of community learning, almost the polar opposite to ESC.

66. There are already a number of FE and independent training providers serving the Surrey market, which may or may not be open to being commissioned by Surrey County Council. Even within the half of the county that SAL covers, other provision is already established and has the same right to apply to ESFA for funding. The fact that the local authority does not as yet have devolved powers at a level that would allow it to control the Adult Education Budget, makes it tricky to have the universal offer across Surrey that the Leader of the Council aspires to.
67. It makes sense for SAL to offer high level training in the Council's areas of expertise, i.e. education and social care. It already does this through apprenticeships, though skills bootcamps would make this more accessible to those who need to maintain a higher income while training. For training in areas outside of the Council's areas of expertise, on the other hand, it is perhaps not efficient for the Council to compete with other adult skills providers and dilute funding and tutors, both of which are in short supply. Providers should instead collaborate, allowing them to each play to their areas of expertise. SAL could play more of a strategic leadership role to ensure plans are co-ordinated and make the skills system easier to access for both learners and employers. There does not appear to be any readily accessible database of what training is available in the county, meaning potential learners may perceive barriers that are not there. For example, Access to Nursing HE at ESC and Guildford College is an excellent route to a nursing degree for those without Level 3, but it is not available part-time which would preclude someone who needs to earn a wage that year. It is, however, offered part-time at Nescot in Ewell, but someone unaware of this could be deterred from enrolling. SAL should keep track of what technical, higher level courses are available and signpost learners to them.
68. Within such an oversight role, the Council could take the lead on maintaining a single learning portal and guiding people to learning opportunities, something the Economy and Growth team has begun work on with private sector investment, since participating in the Task Group's evidence session. The Council does not necessarily have a strategic remit to influence but can aim to achieve this through relationship-building. Among the LSIP's draft priorities is embedding more of a "collective mentality" amongst providers, and enhancing relationships between

providers and businesses, with the latter being clear on the specialisms of each provider, and contributing to course design and delivery. With the work on building these networks already underway, it should be easier for the Council to engage with the collaborative approach. Historically, partnership working with Surrey's colleges has been impeded by a sense of competition, but relationships are said to be improving as three of the FE colleges have brought in new principals in the last year. The process of working on the LSIP appear to have helped in this regard. Surrey college principals are now meeting regularly, in line with the Surrey Skills Plan's suggestion of establishing a formal partnership of providers to coordinate activity and bid for funding, for action within one to three years.

69. Effective collaboration could possibly offer a resolution to the tension between catering for economic and social needs, particularly if SAL is able to demonstrate the value of its contribution to the Department for Education. Adult learning can be an important cog in the wheel, acting as a starting point to return to learning, by building confidence or basic literacy, numeracy and IT to a level where people can go on to formal post-secondary education, which will then increase their earning potential.
70. As well as supporting adults who did not originally continue their learning journey through to higher education, adult learning can upskill the older generation digitally and thus encourage early retirees to return to the job market. Ofsted said in 2022 that learners and apprentices did not routinely know what career opportunities were available to them or how to prepare for their next steps. Careers advice is not appreciated by many engaging in community learning, 60 per cent of whom are aged over 53, yet this is a target audience for the Government and SAL could turn its older clientele into an advantage by ensuring learners of all ages benefit from individualised careers guidance. SAL already provides a very good range of digital skills qualifications, which have increasing participation rates and are also promoted to those doing functional skills.
71. SAL also teaches refugees the native language through English for Speakers of Other Languages (ESOL), which will enable them to utilise skills they already possess and join the workforce. If SAL were to reach more people who would benefit most from removing these initial barriers to vocational training, i.e. lack of language skills, adult skills and self-belief, it could be argued that providing this essential underpinning to progress to higher learning would play a significant part in the government's skills drive. In an ongoing online survey run by Surrey Chambers of Commerce to discover employers' skills gaps, four per cent of respondents at the time of writing said that when they were recruiting, they experienced problems attracting applicants with sufficient levels of English and Maths<sup>21</sup>, which further supports the case for continuing to deliver these courses. A significant proportion of learners achieving basic skills through adult education then

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<sup>21</sup> Surrey Chambers of Commerce 'Enterprise M3 + Rest of Surrey Local Skills Improvement Plan (LSIP): Key findings and draft priorities webinar', webinar for colleges and Independent Training Providers (28 March 2023) [LSIP Breakfast event \(surrey-chambers.co.uk\)](https://www.surrey-chambers.co.uk)

progress onto further courses, a DfE survey showed<sup>22</sup>. After doing a Level 2 Skills for Life course, 44 per cent of English learners and 39 per cent of Maths learners went on to do a Level 3 course the following year. Without this Level 2 starting point, they would be impeded from taking advantage of the government's Lifetime Skills Guarantee offers.

72. At the same time, SAL can help to make learners employable. In a Surrey Chambers of Commerce survey of employers asking what problems they experienced when recruiting, technical skills were said to be lacking by a significant proportion who responded – 29 per cent. However, a greater problem, highlighted by 36 per cent, was said to be a lack of employability skills. It would appear the main skills shortage stopping businesses from being able to recruit are those in presentation and communication. Surrey Chambers reported a number of 16 to 24-year-olds on a Kickstart scheme placement were unable to complete it due to a lack of confidence. Their sense is that due to everyone having to go virtual during lockdown periods, it has reduced the experience and exposure young people might normally have got at school, college, or at work and this is now being felt by employers who are citing it as a challenge. SAL runs a free 'Getting into work – refresh' course in building job search and interview skills; to reflect the communication skills deficit exacerbated by the pandemic, this course could be expanded to include such skills as using the telephone and emailing.

**Conclusion:** There may be a conflict between fulfilling Surrey's economic and social needs. SAL offers English, Maths, digital and ESOL but does not provide any level 3 vocational qualifications. Where work to fill the requisite skills gaps is being undertaken by colleges in the area, it would not be sensible to duplicate this, though Surrey County Council should keep this under review and ensure channels of communication should be in place so that the Council is made aware of any intention to withdraw provision elsewhere.

**Recommendation 10:** There should be parity in provision across Surrey. Both accredited and community aspects of learning should be accessible to both West and East without the existence of a postcode lottery. In its areas of expertise, i.e. education and social care, the Council should be offering Level 3 training; in addition to apprenticeships in these areas it should consider skills bootcamps, for which grants are available for local authorities. In other areas of learning, where it would not make good financial sense to provide these itself it should seek to commission providers to fill these gaps.

**Recommendation 11:** Working within a formal partnership of colleges and independent training providers, and the Employer Representative Body which is researching skills gaps in the county, launch an online database of available training by the end of the

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<sup>22</sup> Panayiotou et al, 'Quantitative programme of research for adult English and maths: Longitudinal survey of adult learners final research report' (Department for Education, 2018) [Quantitative programme of research for adult English and maths \(publishing.service.gov.uk\)](#) in [Getting-the-basics-right-LW-report.pdf \(learningandwork.org.uk\)](#)

2022/23 academic year. This overview of the offer in Surrey will allow SAL to see what training is missing and will better enable signposting to relevant courses when contacted by a learner or business.

**Recommendation 12:** The training database should be publicly accessible and well promoted by SAL to make the public aware of the local offer.

**Recommendation 13:** The database should be kept up-to-date with available apprenticeships throughout Surrey that SAL and careers hubs can signpost potential learners to. Should the Council take over responsibility for careers hubs as envisaged in the Pathways to Employment proposal to Cabinet of 28 March, it should promote apprenticeships and T-Levels as respectable alternative pathways to employment, in its careers advice in schools, as outlined in the Surrey Skills Plan.

**Recommendation 14:** To reflect the communication skills deficit exacerbated by the pandemic, SAL's Getting into work – refresh course should be expanded to include such skills as using the telephone and emailing.

**Conclusion:** With an ageing population a particular problem in the area, and the labour supply likely to peak in the near future, SAL could have a useful role to play in encouraging some older people to rejoin the workforce.

**Recommendation 15:** In order to evidence SAL's contribution to the Government's economic drive, encourage all learners of working age, including those in 60s, to take advantage of careers advice and digital skills, help to connect ESOL students with appropriate employers, and collect data on the work/study destinations of all learners.

## Environmental

73. The London School of Economics, which has estimated the proportion of employees in each sector that will be affected by the greening of employment to contribute to net zero, predicts the South East has 10.4 per cent of jobs that could require reskilling<sup>23</sup>. Surrey Chambers of Commerce commissioned research to understand green jobs within the LSIP area, which projected that the number would rise from 35,000 in 2022 to 57,000 in 2030 and 108,000 in 2050<sup>24</sup>.
74. Construction is being heavily impacted, with carbon benchmarking and feasibility advice becoming a core skill in the industry. Many construction companies have their headquarters based in Surrey and this sector represents 13 per cent of the county's green jobs, almost double the regional average. A paper in the journal Energy Economics states that 30 per cent of construction workers will need to learn

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<sup>23</sup> Grantham Research Institute on Climate Change and the Environment, LSE [Microsoft Word - IJT UK Policy Report January 2019 FINAL NEW FOR PRINT 28Jan.docx \(lse.ac.uk\)](#)

<sup>24</sup> WPI Economics and Lightcast, 'Green skills demand in Surrey and North/Mid Hampshire' (2023) [Green-skills-demand-in-Surrey-and-north.mid-Hampshire-002.pdf \(surrey-chambers.co.uk\)](#)

new skills as part of the transition to a green economy<sup>25</sup>. The next largest sector, at 26 per cent, is transport and storage. Indeed the two most key changes that need to cut carbon emissions, laid out in the Greener Futures Climate Change Delivery Plan 2021-2025, are putting low carbon heating into 53,000 homes and taking 376,000 petrol and diesel cars off the roads.

75. Orbital South Colleges, Activate Learning, Brooklands College and Nescot have received money from the DfE's 2022/23 Strategic Development Fund (SDF) to respond to skills needs in the areas of green construction, professional services, agri-tech and electric and hybrid vehicles. East Surrey College, for example, is using its funding for electric vehicle technology, while its sister college John Ruskin has developed instruction in fitting solar panels, ground source heat pumps and wind turbines and is delivering retrofit as part of a domestic heating apprenticeship. It is widely accepted that most areas of the economy will develop a 'green' element to them, and Orbital South Colleges acknowledge this through their general "greening up" of provision. For instance, students on a hairdressing course will learn about the benefits of using products without palm oil and plastic packaging.
76. Surrey County Council's Surrey Skills Plan recognises that the need for green skills, particularly in technical roles, is an inhibitor of business growth and seeks to address this by, for example, developing a specific STEM careers strategy. Despite this, SAL does not currently offer any courses that embed green skills. Skills Bootcamp funding is available for green skills, and according to the government's website there is only one provider in the South East receiving funding to deliver a skills bootcamp in heat pumps, and that is near Southampton. Most bootcamps are delivered remotely but green skills is the exception. SAL says it does not have the facilities to offer bootcamps, but this could be resolved by the virtual learning offered by the Retrofit Academy based in Stafford, which is dedicated entirely to training retrofit coordinators. ACL Essex<sup>26</sup> use them to offer level 2 e-learning and a 10-week level 3 bootcamp. Since the Task Group's evidence sessions, in February 2023 the Council entered into a three-year partnership with The Retrofit Academy. In June it will take part in an online Retrofit Summit, bringing together training providers, installers and materials manufacturers to outline the scale of need and ambition for retrofit in Surrey.

**Conclusion:** There is government funding available to deliver green skills, which are in demand, particularly in the construction and transport sectors, and would help the Council's Greener Futures Climate Change Delivery Plan. A student who completed Level 3 retrofit in Essex said the Level 2 prepared them well.

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<sup>25</sup> Bowen, A., K. Kuralbayeva and E. L. Tipoe (2018) Characterising green employment: the impacts of 'greening' on workforce composition. *Energy Economics*, 72: 263-275

<sup>26</sup> ACL Essex, 'ACL Essex is offering fully funded retrofit training in partnership with The Retrofit Academy (2023) [NEWS RELEASE: ACL Essex is offering fully funded retrofit training in partnership with The Retrofit Academy - ACL Essex](#)

**Recommendation 16:** SAL uses available DfE and DWP funding to deliver retrofit courses in partnership with The Retrofit Academy by the end of 2023, including Level 2 (GCSE 4/C+) to entice learners in and prepare the groundwork for study.

77. Green skills are for consumers as well as for industry and living sustainably can help personal wellbeing and community cohesion. Adult learning could be used to impart an awareness of the carbon dioxide costs and impacts of everyday activities and why and how to reduce these. There could be workshops in grow your own and cooking with local seasonal ingredients, upcycling, using energy more efficiently in the home, cycle mechanics, and homemade environmentally friendly cleaning products. ACL Essex, for example, run free online courses to share what individuals can do to contribute to a more sustainable future through a circular economy. The Innovation South Virtual Campus, which involves Enterprise M3, has recently launched free online learning to employees in areas such as sustainable resource management.

**Conclusion:** While the Council's 2020 Climate Change Strategy aims to decarbonise the county by 2050, 95 per cent of the county's carbon emissions are generated by residents and businesses. It is therefore crucial that its adult learning provision delivers courses aimed at empowering individuals to reduce their emissions, which can contribute to better physical and mental health.

**Recommendation 17:** SAL introduces free courses for residents in carbon literacy and sustainable living.

## Social

78. In a survey across England, six per cent of people aged 16 and over reported often or always feeling lonely in the year ending March 2019, before any periods of lockdown began<sup>27</sup>. Studies have linked loneliness and social isolation to depression, coronary heart disease and stroke and even a 26 per cent increase in the likelihood of mortality<sup>28</sup>. In addition to the human cost, there is a significant economic cost. Due to the associated loss of productivity and sickness absence, caring responsibilities of employees, and staff turnover, it is estimated to cost UK employers £2.5 billion a year<sup>29</sup>. The public purse pays too, as lonely people are more likely to rely on health and social care services. According to Public Health England, £1 invested in tackling loneliness saves society £1.26.

79. The previous section discussed in detail pockets of social deprivation in Surrey, but poor health outcomes are linked not only to low income but also to loneliness. Surrey's Health and Wellbeing Strategy was refreshed in 2022 to include a focus on the areas experiencing the poorest health outcomes in Surrey, selected on the basis of the overall deprivation score established in the English deprivation indices

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<sup>27</sup> ONS, 'Measures of National Wellbeing Dashboard' (2019) [Measures of National Well-being Dashboard - Office for National Statistics \(ons.gov.uk\)](https://www.ons.gov.uk/measures-of-national-wellbeing)

<sup>28</sup> Holt-Lunstad, J., Smith, T.B., Baker, M., Harris, T. and Stephenson, D., 2015. Loneliness and social isolation as risk factors for mortality: a meta-analytic review. *Perspectives on psychological science*, 10(2), pp.227-237

<sup>29</sup> Co-op and New Economics Foundation, 'The cost of loneliness to UK employers' (2017) [cost-of-loneliness-2017.pdf \(campaigntoendloneliness.org\)](https://www.campaigntoendloneliness.org/cost-of-loneliness-2017.pdf)

2019<sup>30</sup>. As areas of deprivation, Hooley, Merstham and Netherne, Canalside, Westborough, Stoke and Stanwell North are the top five priority areas in the Council's Health and Wellbeing Strategy<sup>31</sup>, in which 'creating communities and social environments that tackle isolation' comes under priority two: Supporting people's mental health and emotional well-being by preventing mental ill health and promoting emotional well-being. At the same time, the Surrey Skills Plan<sup>32</sup> approved by Cabinet in 2022 envisions a skills system that is led by the needs of businesses in order to power economic growth. Both of these ambitions are shared by Government - laid out in the Skills and Post 16 Education Act 2022 that followed the Skills for Jobs White Paper, and also in the Tackling Loneliness Network Action Plan that shows Ministers recognise the damage to health and wellbeing caused by an absence of social contact. At first sight the two aims appear to be mutually exclusive and pit the needs of individuals and employers against one another, but that may not necessarily be so. Community learning can give people the confidence and motivation to progress to formal qualifications, in a similar way that Skills for Life courses (level 2 in English, Maths and digital) can open doors to higher study. At the same time, accredited courses can also bring people together and help to gain employment which eases isolation.

**Conclusion:** The tangible personal and economic benefits make it important not to dismiss community learning amid the national government drive to improve adult skills. Covid recovery plans need to have mental health in mind as well as the economy. There needs to be a balance between helping to fill local employers' skills gaps and recognising the value of adult learning's contribution to counteracting a loneliness epidemic, both of which are ambitions of both the Government and the Council.

**Recommendation 18:** Ensure the drive for skills for jobs outlined in Surrey Skills Plan is not at the expense of community learning. Expand community learning into all areas of Surrey where it is lacking. Continue to work with Surrey Chambers of Commerce to prepare an accountability statement for the LSIP, while at the same time exploring ways of maintaining affordable community learning.

**Recommendation 19:** Consider setting up a skills swap service as a way of counteracting social isolation at no cost to the participants. For example, someone may be willing to teach functional skills and could trade the credit earned from this to join yoga classes.

**Recommendation 20:** Consider a community credit scheme, such as the one run by Volunteer Centre Dorset, whereby adults with learning disabilities volunteer in the community and learn new skills, aided by a mentor. Both earn credits which can be exchanged for goods or services from businesses signed up to the scheme. For example, volunteers referred by the Department for Work and Pensions, learning life skills at a furniture reuse charity in Redhill, could be incorporated into such a scheme.

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<sup>30</sup> Ministry of Housing, Communities and Local Government, 'English indices of deprivation' (2019) [English indices of deprivation 2019 - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/424242/english-indices-of-deprivation-2019.pdf)

<sup>31</sup> Surrey County Council, 'Surrey Health and Well-being Strategy' (2022) [Surrey Health and Well-being Strategy - update 2022 | Healthy Surrey](https://www.surrey.gov.uk/media/1234567/surrey-health-and-well-being-strategy-update-2022.pdf)

<sup>32</sup> Surrey County Council, 'The Surrey Skills Plan' (2022) [Surrey-Skills-Plan-12.10.22.pdf \(investinsurrey.co.uk\)](https://www.surrey.gov.uk/media/1234567/surrey-skills-plan-12.10.22.pdf)



Recruiting volunteers to mentor may give them the self-belief they lacked and motivate them to become a tutor with SAL or to go into teacher training.

### Good practice in and out of county

80. SAL was again rated Good by Ofsted in its most recent inspection in May 2022, as were 42 per cent of further education and skills providers. It has excellent achievement rates and learner feedback in its English and Maths programme. ESC's adult learning programmes were also rated Good in December 2022.
81. What constitutes good practice has been explored in detail throughout this report, but this section will be used specifically to look at what providers rated Outstanding by Ofsted are doing. A search of Ofsted's database found that only 5.5 per cent of further education and skills providers in England have an Outstanding grade, and just one of these is run by a local authority - Redbridge Institute of Adult Education.
82. The following features indicate some of the practices that have earned the provider its status:
  - A wide range of high-quality and accessible venues within the community, 48 in total. These are in a wide variety of community settings, such as ESOL lessons at a local supermarket and free digital family learning based in local libraries.
  - "Highly effective regional partnerships and subcontracting arrangements" enable local priorities to be addressed in the curriculum. Managers maintain a strong network of partnerships including libraries, children's centres, Jobcentre Plus, Working in Mind Partnership and Redbridge Concern for Mental Health.
  - Less academic courses, such as willow weaving or an 'edible garden' project, encourage people from different backgrounds into education.
  - A programme run in partnership with local job centres is designed for learners from minority ethnic groups, over 50s unemployed for an extended period and people with poor mental health, and has supported a significant proportion of these learners into paid employment.
  - Job opportunities are identified by arranging for learners to access job fairs, work experience and volunteering.

**Conclusion:** Partnership working is clearly seen by Ofsted as playing a key role in engaging with hard-to-reach groups and meeting employer needs, as can be seen in its praise of, for example, Redbridge Institute of Adult Education and ACL Essex for working with the local enterprise partnership, job centres, charities and community groups.

## Conclusions and Recommendations

### Consolidated list of conclusions:

**Conclusion:** There is a disparity between the types of provision offered in East and West Surrey, which leaves different parts of the population in each area dissatisfied. Mole Valley residents in particular feel under-served in community learning, while East Surrey's alignment to the Government's Skills for Jobs drive leaves SAL vulnerable to having to move away from its traditional area of focus. Reduced income from community learning may put at risk subsidising parenting classes and supported learning for adults with learning disabilities.

**Conclusion:** The proportion of unskilled residents in the county is relatively low. Nevertheless, there are more than 130,000 residents without a Level 2 qualification, and more than 30,000 of these have none. In order to fulfil its ethos of leaving no one behind, the Council must strive to reach them.

**Conclusion:** Participation in SAL's community learning programmes is decreasing, which is making them more expensive to run. This reduced income may result in learners having to pay higher course fees and risks making them unaffordable to some.

**Conclusion:** Ofsted highlighted a need to encourage participation in deprived areas. There are pockets of deprivation across Surrey where the fundamentals of supporting people into training and learning need to be addressed before a vocational pathway can even be considered. SAL centres are not best situated to reach these people, who are the most in need of gaining adult skills.

**Conclusion:** The closure of Aspire Sussex in 2022 after its learners were unable to pay course fees demonstrates the risks associated with having a single adult education provider in one area. Council Services beyond education need to do all they can to improve access to SAL's courses in order for it to remain viable, including minimising digital exclusion and improving public transport.

**Conclusion:** There may be a conflict between fulfilling Surrey's economic and social needs. SAL offers English, Maths, digital and ESOL but does not provide any level 3 vocational qualifications. Where work to fill the requisite skills gaps is being undertaken by colleges in the area, it would not be sensible to duplicate this, though Surrey County Council should keep this under review and ensure channels of communication should be in place so that the Council is made aware of any intention to withdraw provision elsewhere.

**Conclusion:** With an ageing population a particular problem in the area, and the labour supply likely to peak in the near future, SAL could have a useful role to play in encouraging some older people to rejoin the workforce.

**Conclusion:** There is government funding available to deliver green skills, which are in demand, particularly in the construction and transport sectors, and would help the Council's Greener Futures Climate Change Delivery Plan. A student who completed Level 3 retrofit in Essex said the Level 2 prepared them well.

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#### **Consolidated list of recommendations:**

There are two areas of exclusion currently which differ between the east and west of Surrey: in the East, provision is centralised and those seeking community learning are disadvantaged; in the West, accredited learning is not reaching some of those most excluded from the labour market. For social and economic reasons of equal importance, both of these areas need to be addressed. The Adult Learning and Skills Task Group therefore recommends:

*To reach people most in need*

**Recommendation 1:** Develop a stronger relationship with Jobcentre Plus to (a) connect with the adults most in need of upskilling and (b) ensure courses match demand in type and location.

**Recommendation 2:** Take the teaching of functional skills to where the data shows qualifications are most lacking and unemployment is greatest. There should be a greater focus on Spelthorne, for example, where the greatest proportion of Surrey's residents have fewer than five GCSE grades 9-4 (27.9 per cent). Ideally this will not necessitate the closure of any current centre but if the budget means all courses must be in the same building, then this may mean those who can afford to travel may have to go farther.

**Recommendation 3:** Venues should be accessible by public transport and co-located with other internal services like libraries to be more community based and share costs. Every library across Surrey should also operate as an adult learning facility delivering community learning.

**Recommendation 4:** Form or strengthen partnerships with the community and voluntary sector organisations suggested in the Task Group report to encourage participation in disadvantaged and deprived areas.

**Recommendation 5:** Continue to work with teams in community engagement, economic development, land and property and health and wellbeing to analyse other ways of targeting the Council's 21 key neighbourhoods.

**Recommendation 6:** Fund transport for asylum seekers to attend training provision, particularly where it is centralised. This may use the neighbourhood portion of Community Infrastructure Levy receipts.

**Recommendation 7:** Where possible courses should be offered both in person, to allow access for those without a computer and to maximise the social aspect, and remotely, to make it easier for people without transport or limited spare time due to caring or work commitments. Liaise with Citizens Online, which has been commissioned by the Council to research digital exclusion in Surrey, and cooperate with its recommendations to minimise it.

*To support viability*

**Recommendation 8:** Market research of the types of courses wanted and better promotion of what is available could help to avoid having to run courses mixed ability due to lack of interest.

**Recommendation 9:** Where mixed ability classes must be used for the sake of economics, train tutors how to differentiate effectively and incorporate peer and self-assessment to enable their time to be shared more equitably.

*To aid economic growth*

**Recommendation 10:** There should be parity in provision across Surrey. Both accredited and community aspects of learning should be accessible to both West and East without the existence of a postcode lottery. In its areas of expertise, i.e. education and social care, the Council should be offering Level 3 training; in addition to apprenticeships in these areas it should consider skills bootcamps, for which grants are available for local authorities. In other areas of learning, where it would not make good financial sense to provide these itself it should seek to commission providers to fill these gaps.

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*To meet environmental commitments*

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**Recommendation 17:** SAL introduces free courses for residents in carbon literacy and sustainable living.

*To help combat social isolation*

**Recommendation 18:** Ensure the drive for skills for jobs outlined in Surrey Skills Plan is not at the expense of community learning. Expand community learning into all areas of Surrey where it is lacking. Continue to work with Surrey Chambers of Commerce to prepare an accountability statement for the LSIP, while at the same time exploring ways of maintaining affordable community learning.

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### Next steps

The Task Group's report will be considered by the Children, Families, Lifelong Learning and Culture Select Committee on 12 June 2023, with recommendations submitted to Cabinet on 27 June 2023.

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Councillor Chris Townsend, Chairman of the Adult Learning and Skills Task Group

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## **Appendices**

Appendix 1 – Collated responses to the public survey conducted by the Adult Learning and Skills Task Group between 9 March 2022 and 18 April 2022

## **Annexes**

Annex 1 – Terms of Reference

Annex 2 – Written submission from Alex Stevenson, Head of Programme – Essential and Life Skills, Learning and Work Institute, dated 15 March 2022

Annex 3 – Written submission from Family Voice Surrey, dated 14 April 2022

Annex 4 – Written submission from Tim Oliver, Leader of the Council, and Denise Turner-Stewart, then Cabinet Member for Education and Learning, dated 20 April 2022

Annex 5 – Minutes of an oral evidence session with Tim Oliver, Leader of the Council; Denise Turner-Stewart, then Cabinet Member for Education and Learning; Dawn Redpath, Director for Economy and Growth; Jane Edwards, then Assistant Director for Education; Francis Lawlor, Principal of Surrey Adult Learning, on 3 May 2022

Annex 6 – Written submission from Jayne Dickinson, Chief Executive of Orbital South Colleges, dated 18 May 2022

Annex 7 – Written submission on family centres from Matt Ansell, SCC Director for Family Resilience and Safeguarding, dated 15 July 2022

Annex 8 – Written submission from Francis Lawlor, Principal of Surrey Adult Learning, and Matt Furniss, Cabinet Member for Transport, Infrastructure and Growth, dated 29 November 2022

Annex 9 – Minutes of an oral evidence session with Lindsay Pamphilon, Orbital South Colleges Group Principal, and Jayne Dickinson, Orbital South Colleges CEO, on 14 December 2022

Annex 10 – Minutes of an oral evidence session with Surrey Chambers of Commerce CEO Louise Punter and Local Skills Improvement Plan Project Manager Rob Gibson, on 31 January 2023

Annex 11 – Minutes of an oral evidence session with Francis Lawlor, Principal of Surrey Adult Learning, on 6 February 2023.



## Appendix 1

### Collated responses to the public survey conducted between 9 March 2022 and 18 April 2022 by the Adult Learning and Skills Task Group

Please note that only the responses of respondents who confirmed they are content for their responses to be published have been included in this document. Unanswered questions, personal information and contact details have been omitted.

#### Response dated 9 March 2022

I have been attending the same "beginners" watercolour class for over 25 years now. I go because I like the teacher and the other students, and it has improved my painting skills hugely so that I am now able to exhibit and sell my work. I have made good friends at this class and it has improved my confidence too.

The class is full of people who paint for a hobby and do not intend to follow any further education, so I find it very irritating that I am expected to fill in an IEP, this takes time away from my painting and does nothing to improve my skills.

#### Response dated 9 March 2022

Language lessons should revert to classroom learning with immediate effect.

#### Response dated 9 March 2022

There are MASSIVE mental health and well-being benefits to adult education.

\* it provides for contact with other adults, something very lacking during 2021 and 2022 due to a Covid.

\* it keeps adults minds active.

\* it helps prevent depression and anxiety by occupying the mind and body learning new skills.

A day spent learning pottery or jewellery making or flower arranging may not lead to additional GDP, but it does have a huge effect on the wellbeing of the attendee and so (ultimately) lead to happier residents and less illness.

#### Response dated 9 March 2022

I am over 70, with a background of DIY. I had always wanted to work with glass and attended 2 classes in glass fusing. They gave me

- welcome social contact, following enforced COVID isolation
- a new skill, which energised me and reminded me I wasn't too old to take up a new

activity and produce interesting work  
- the possible basis of a future small business.

### **Response dated 9 March 2022**

Social interaction is important. Keeping your brain working.

I have no barriers in accessing learning although the price would stop me doing more than one course. I don't qualify for any reduction.

### **Response dated 9 March 2022**

Having the opportunity to learn new skills as an adult is great. I find that the prices of the courses for individuals are quite high, for example £50 for a 5-hour session in sewing is a lot. Same for the two-month sessions (£176). The courses from the Henrietta Parker Trust get booked immediately and from what I understand, quite often from the same people who have been on the previous ones, therefore not allowing new learners to enrol.

Additionally, I would like to see more everyday skills courses like gardening. I can also see that there is mention of a web design course which does not seem to be available. Is it due to lack of interest?

### **Response dated 9 March 2022**

I consider myself lucky to be part of Surrey adult learning centre. I am currently studying GCSE Maths and in the past I've taken GCSE course and some sewing courses as well. I am very thankful for the Surrey Adult learning centre to give us Adult an opportunity to learn again and move ahead in career/life.

### **Response dated 14 March 2022**

As a retired professional, I highly value the opportunities for learning and social interaction Adult Learning provides. In my class the majority are also retired, some at risk of loneliness and isolation. Covid has obviously been a barrier to learning for many people including myself. I persevered with Zoom lessons for several months but they haven't been satisfactory. I think they require a certain type of teaching in order to work, ensuring that no student receives more than their fair share of attention. The result is that the lesson becomes less spontaneous and more like a business meeting. The hugely important social value to all, not just the retired, is lost. As it now suits my Spanish teacher to only teach online and is no longer physically working at the Westfield Centre, no real-life class has been offered have reluctantly decided to leave.

## **Response dated 14 March 2022**

I have been attending a workshop session (Clock Repair and Horology) at West Molesey for many years and continue to learn from every project I undertake with the specialist who runs the course.

I have no issues with the content of the sessions as students bring their own clock to repair and receive expert guidance in the process.

An issue that has irritated me for years is that Surrey Adult Learning doesn't seem to understand the difference between courses and workshops and insists that enrolment of these different types of session can be identical.

I believe that SAL likes to think that all 'courses' follow a syllabus. As such the syllabus can be timed to run and complete in a single term. A workshop activity e.g. clock repair and upholstery, cannot almost never be completed in a single term.

The enrolment process requires that there is a scramble for places on enrolment day. It is inevitable that some of those working on their clock/upholstery or another project will not be able to get onto their 'course' because a newbie has taken that seat by enrolling slightly earlier. Where does this leave the paid-up and committed student? On such classes as clock repair and upholstery, it can be impossible to move on as one simply does not know the special technique required to manage a task. If one is unable to get back onto the same 'course' in the next term the project and the hobby has to stop!

My suggestion, that I have made before, is that current students are allowed to enrol one day prior to general release of places if they wish to continue. Some will not need to continue if they have completed their task, but most, from my experience, will want to return.

Also I have witnessed that many new starters in workshop sessions do not continue to the end; they simply pull out if and when they find it is too technical/practical for them, leaving regular members who could not get onto the course, to miss the term and the ability to complete their project despite there now being a spare place on it that cannot be filled for the period remaining in the term.

I therefore believe that students on workshop-style classes are given a raw deal, being unable to guarantee a place in the following term.

If there are many new students wanting to get onto a workshop class, surely SAL should try to tempt the tutor to add an additional class to enable current students to continue uninterrupted by months of inactivity.

## **Response dated 14 March 2022**

1)Benefits - In practical terms learning a new skill or developing an existing one particularly in retirement as in my case.

Being with like-minded people enjoying learning as a group enhances the above, also with the benefit of making new friends and a new social circle/support group. A good tutor makes all the difference - my current art tutor is outstanding and has had me attempting subjects I've never tried before with great success, a complete contrast to the previous one who wasn't even a teacher and with whom I learned nothing.

I also attend a pilates class with the aim of maintaining my fitness, balance, flexibility etc which is really important in later years, with obvious benefits.

Overall the benefit to society is that adult learning stimulates the brain and physical

fitness, providing interest and purpose for participants day-to-day, not just in class. Maintaining health is such an important investment. AL is really valuable for people's mental & physical health and general well-being, but also potentially prevents illness, loneliness etc and saves money & resources within the NHS and other areas.

2) Current and anticipated economic and social needs - If AL is reduced/removed there will potentially be more strain on health & social care resources for the reasons mentioned above.

3) Groups - Retired people like me, those wanting to get/stay fit, those wanting to learn a new skill/enhance existing skills for professional development or just to find a job in a new area.

4) Barriers - cost, availability of courses, timing of classes, calibre of tutor.

The only other thing I'd add is that it's clear some classes have been withdrawn through lack of people enrolling. I'm sure there is much more SAL could do to get the word out there and promote itself, it all feels rather low-key. For instance there are banners all around Spelthorne advertising activities at Sunbury Leisure centre, why not raise the profile of AL in a similar way. The centres themselves are excellent facilities but they are under-used which is really sad and unnecessary.

Also we hear of problems recruiting/keeping tutors - SAL should do all it can to streamline the admin required by tutors wanting to take a class, it sounds very convoluted at the moment and not attractive to potential applicants. It'd be a shame if a good tutor was available but they were put off by over-complicated admin procedures. Adult learning is optional unlike school, people pay to be there because they want to be there, so let's not deter good tutors who want to be part of that.

Thank you.

### **Response dated 14 March 2022**

I have been impressed by the variety of classes and have attended art classes, photography, pottery and silver jewellery making which has brought me pleasure and set me on my journey learning to paint. Had it not been for the adult education opportunities I would never have taken up painting which has helped balance my stressful work life.

### **Response dated 15 March 2022**

Each year the choice for adult learning seems to decrease. There are less subjects and less venues available. Plus the courses seem quite expensive.

### **Response dated 15 March 2022**

I really value the classes that I take. As well as learning some good skills the social aspect is very important to me. I think that many people would benefit from some of the practical courses which help towards maintaining independence. If anything I would like to see many more courses offered.

## **Response dated 17 March 2022**

There has been no access to SCC adult education in Mole Valley for many years which shows inequity across the county and other local boroughs within the SCC boundary.

We used to have a wonderful setting at The Dene Centre but that has been closed for many years.

We have two wonderful libraries but the old library in Dorking has been closed and could be a fabulous centre for adult learning for all ages and stages as well as those with additional needs.

Of course there are U3A groups and some provision from WEA as well as private provision .

However, the spirit of adult learning should be intergenerational and accessible and clearly in Mole Valley it is not!

## **Response dated 17 March 2022**

As an ex Adult Ed tutor and participant, with a degree in teaching in post 18 education, I fully appreciate the importance of Adult Education, both from learning and social points of views. It is a scandal that there is no provision in the County Council plan for any form of learning in Mole Valley. Why have we been left out?

## **Response dated 17 March 2022**

Having left home at 17, I completed an NNEB course in 1990 & then went onto a degree in 1993 with three children. I had my fourth child in my final degree year, went on to complete a PGCEA & then taught for 22 years, retiring in 2019.

Going back into education as an adult was life-changing for me as my personal circumstances had not allowed me to complete my A-levels.

I wasn't easy at the time, trying to juggle childcare with studying but I am a great believer that knowledge is power and that there are so many adults that would benefit from further or higher education. I think for many people, the cost of returning to education is the main barrier & the easier it is made in terms of online or flexible studying, the better, so that people can still work around their learning & help with childcare.

To have a more educated workforce is beneficial for both the local & national communities & businesses could be encouraged to work with local councils to help facilitate access to adult education for their staff to enhance skills & provide skills necessary for the 21st century.

## **Response dated 17 March 2022**

Learning is lifelong and should not be dependent on whether or not you have the budget to cover expensive private tuition/lessons etc. we seem to have no adult education in MVDC and yet I can remember when I was a child my mother attending adult education classes and indeed, later on, my stepfather teaching them. What has happened in the intervening years? All gone by the looks of it and yet they have such

huge benefit in terms of skills taught, not to mention the social outlet they bring. I would strongly urge the council to reconsider why we do not have provision for these classes in our area.

### **Response dated 17 March 2022**

Adult education is important. Why is there no provision in Mole Valley? This is very poor and should be rectified as a priority.

### **Response dated 17 March 2022**

There needs to be more accessible adult learning around the Surrey Hills. Mole Valley is noticeably lacking in this area which poses challenges to those of us without transport and needing local services.

### **Response dated 17 March 2022**

Opportunities for education after 18 are so important. They need to be affordable and easy to access.

Courses to learn skills such as wood work, cookery, dress making, languages, is also of great benefit to all adults.

### **Response dated 17 March 2022**

Social benefits: allows people to meet like-minded individuals in a safe and supportive environment.

Provides motivation to learn a new skill or hobby.

Above points very valuable for people suffering from mental health concerns, or who find themselves isolated.

Economic benefits: allows individuals to learn new skills that may help in their work life, at a time to suit them.

May allow a young person to develop or acquire a skill/knowledge that was not available when they were in full time education - for work, or for personal satisfaction.

Barriers: undoubtedly cost. Those with means can afford courses while others who could also benefit may be prevented due to financial problems.

Also timings - those in work cannot always access daytime courses.

Groups using the service: as above. Financial and timetable barriers may prevent access to courses.

Technology has been a brilliant way of working for some courses, bringing people together yet reducing the problems around physically accessing a course. However, the problems of access to technology need to be addressed, especially for those on low incomes, to allow full participation.

Surrey Adult Education appears to take great care in safeguarding terms - this is excellent.

## **Response dated 17 March 2022**

It is vital that all boroughs in Surrey has access to adult learning so that it is servicing all residents and not those who are able to travel or pay.

There is a huge benefit to the local and wider society of expanding adults skills and knowledge. In terms of socioeconomic, physical and mental health to name a few.

## **Response dated 17 March 2022**

Adult education plays an important role in training people in new skills. This both improves their life chances and helps adapt the county's workforce to new skills needed by local employers. This, in turn, is good for the local economy and reduces unemployment.

Another benefit of Adult education is the community it can build by bringing people together and through this help develop people's social skills and lessen loneliness and isolation.

## **Response dated 19 March 2022**

The adult learning I've done was brilliant and I regularly look to do more.

Unfortunately despite having a voucher a few years ago the local courses I wanted to book onto didn't have enough people booking and were cancelled, which put me off trying again, especially as it was incredibly difficult to get through on the booking line to use my voucher - which will now have expired.

I now have long covid and my focus is on managing my energy for work, but if I recover I would definitely be looking to do more courses in future. I'd be interested in language classes but never sure which is the right level if I've learnt the language before, or how to get into the beginners classes as they all seem sold out.

Generally really impressed by the adult learning provision and would love to see some courses offered by younger teachers - eg social media and TikTok, coding, etc.

## **Response dated 19 March 2022**

I have attended a number of different courses over the last 30 years. Most have been to gain qualifications. As a learner in my older years it is not qualifications that I aspire to but simply mastering a skill. Courses provide opportunities to meet new people and reduce social isolation which is far more important than achieve a "grade".

I have also become qualified as a tutor but have not taken up a position due to the amount of paperwork required to complete. As a tutor of lipreading there are many hours (unpaid) spent preparing class resources. Add your paperwork into the mix and the hours of unpaid work make it unviable hence why I have not applied for a post.

As a learner pay-as-you-go would be an option that would have enabled me to attend more classes. Also childcare facilities would have been another incentive.

I feel that the education monitoring aspect of the provision needs to be reviewed and be proportional to the outcomes of the course. Where an examinations and qualifications are involved then records of goals and achievements are helpful for tracking progress and evaluating outcomes. However with "daily living skills" type classes such as cooking, lipreading, conversational second language (including BSL) or health related such as dance the monitoring needs to be less goal orientated and simpler, feedback style. Do they enjoy learning, do they want to come back for more that kind of thing.

Also with the social non-academic subjects, having classes available all year round with fewer breaks. Have them available in more community spaces - village halls, day centres, church halls etc. With the health ones consider inviting related health screening services to provide drop-in sessions at the same venue.

### **Response dated 19 March 2022**

I feel it is extremely important that adult learning is offered in Mole Valley. People's circumstances change through life so the opportunity to learn and adapt to change is vital.

### **Response dated 21 March 2022**

I have benefited enormously from adult learning at all my adult life. From basic woodworking skills when I was in my 20s, through an introduction to computer skills helped in my working life, to the many courses taken at the Leatherhead Institute that aided the transition from work to retirement in 2013. It is difficult to calculate the economic benefit of all of these but I'm sure that they enabled me to be more productive in my work and more contented in my retirement years, keeping my mind active and avoiding isolation. Avoiding mental health problems is a real economic plus. It is sad to see the sparsity of courses now available, especially in the Mole Valley. I realise that resources are very tight but I see no reason that the courses couldn't be self-financing but with financial support for those unable to pay. It is down to the local authorities to be not the paymaster but to be the catalyst in the restoration of adult education - possibly in tandem with social enterprises. In my mind adult education should have equal status to our excellent libraries.

### **Response dated 22 March 2022**

Continuing to learn in whatever subjects may be of interest to a person is of paramount importance as one grows older. This is particularly relevant when we have all sustained a near life-changing experience such as a pandemic. Continued and sustained learning, whether actually or virtually on zoom, encourages cognitive



ability and promotes sociability, however limited this may be when lessons are virtual ones. Lessons in technology also need to be available to encourage older folk to be tech savvy.

### **Response dated 22 March 2022**

My experience has been that the Adult Learning Centre in Camberley not only provides

education leading to employment, it is also meeting ground where friendships form.

The wide variety of non-vocational courses give opportunity for lifelong learning, greatly enriching the community.

In the past I took two A levels at the Adult Education Centre in Camberley which enabled me to progress to a university diploma to qualify for a career I followed for many years. The pension I earned now forms the bulk of my retirement income.

A course in Creative Writing at the same centre has also enabled me to earn income from my writing.

Now in my senior years I have improved my mobility beyond that of most of my contemporaries by attending pilates classes.

### **Response dated 26 March 2022**

I work in adult social care and have been trying for many years to further my career.

I have dyslexia and have been trying to gain my maths and English level 2, so I am able to apply for the apprenticeship course to become a qualified occupational therapist. I have met many challenges trying to achieve this. I am currently at college doing a night class alongside working full-time but having difficulty with gain support in my exams even though I have a learning statement. I recently failed both my exams and have sat them around 3 times. I am told that unless I have maths and English C or above I cannot access the course. I have an NVQ level 3 but I need to have this as an extra rather than as an equivalent to my GCSEs. The support is limited and no one really understands and I feel like as I have a disability I should just not do further education as I'm not clever enough adult learning has been nothing but a challenge for me but all I want is to be on par with those who don't have a disability.

### **Response dated 26 March 2022**

The benefits (to me) of participating in adult learning are both to enhance my skill set in a particular area, and to enjoy the social aspect of my course by interacting with like-minded people and forging friendships: an important aspect for me as someone

who moved to the area in later life when opportunities to make new friends are somewhat more limited.

In the context of adult learning for an older demographic, the benefits are (I believe) as much to do with personal well-being and social interaction as they are to do with learning a skill. This doesn't devalue the learning aspect, but it should nevertheless not be relegated to the status of a side issue.

Having previously worked as a tutor in adult education, I'm very familiar with the background issues which are of importance behind the scenes. I refer specifically to funding issues, fulfilment of whatever government criteria are "flavour of the month" and so on. However, it has only been since Covid struck that we appear to have been spared some of the totally unnecessary and unwelcome form filling and box ticking which seem to form part of the process: things which bring little added value to learners but can be used to demonstrate (or, at least, it's perceived they can demonstrate) "progression".

Which brings me to the thorny issue of "progression". There appears, for many courses, to be a trend towards erecting barriers to prevent learners from continuing to enjoy a course beyond a certain point. The erection of these barriers takes a number of forms. For example, the reluctance to have an "advanced level" class which may attract the same learners to enrol term after term, but instead to mix up abilities within classes so that absolute beginners end up in the same classroom as seasoned attendees, frustrating almost all the learners and rendering the task of the tutor nigh on impossible. This seems to be in direct contradiction of the government's "Lifelong learning" mantra, although I confess I've been away from the sharp end of adult Ed. for a while so maybe that particular train has left the station by now. This, for established learners, is a barrier to their ongoing pursuit of a particular course, and whilst I appreciate that new learners will wish to join, classes should be increased to allow them in at an entry level, rather than depriving tutors of the ability to teach more advanced students at the appropriate level. I fully understand the concept of differentiation, but some classes simply do not lend themselves to this, particularly when there is a high degree of tutor input required for the new learner. It should be noted that within a mixed ability class, all the learners are paying the same fee, and should therefore all have access to the same amount of tutor time. In the class I currently attend, this has proved impossible, through no fault of the tutor.

Another barrier I've had experience of is the enrolment system, which over the last few years has often seemed unfit for purpose. Opening enrolment to all learners in a specific date is laudable - equal access, etc...although that seems only to be the case when it suits, cf the preferential enrolment given to pottery students who participated in zoom lessons during lockdown. Previously after lockdown 1, pottery students whose work had to be summarily abandoned in the studio were given no preferential enrolment rights, despite having had to abandon work \*for which they had paid\* and had a much reduced chance (due to restricted numbers) of being able to sign up for classes due to the rigid imposition of the "first come, first served" criterion.

Woe betide anyone with limited access to online enrolment, either because the system doesn't recognise their login details (I have that t-shirt) or because they don't use or have access to a computer at the required time. Having spent over an hour on hold by phone last term and then been cut off without getting through, I can vouch for the frustration involved. Surely a more accessible method of enrolment could be found? As a tutor, working in Spelthorne and Runnymede, classes I taught were always available for early re-registration to current learners, yet in this area that appears to be categorically refused. If demand exceeds supply, it's hard to see why more classes isn't the solution, rather than an attempt to force existing learners out with a "first past the post" enrolment lottery. Also, recognition of the progression in craft-based subjects isn't considered. If a learner can go through a series of levels in order to be deemed to have progressed in, say, learning a language, why aren't the same criteria used to distinguish between ability levels for craft-based subjects?

### **Response dated 26 March 2022**

I have participated in watercolour evening classes for about 3 years now. Pre Covid we were at Esher Green and now online zoom. I have benefitted hugely from being part of a learning community....I had recently retired and this class has given me a social group ( even if it is a virtual one) and a focus outside the home. It has given me the space impetus and focus to develop my painting skills to such an extent that I now sell my work. Last year I sold about 20 paintings and gave away a similar number. I have also developed the confidence to have my own sales website and online gallery.

As a learning group we very much determine our own learning pathway...the tutor facilitates that. We discuss our work, and related subjects away from the weekly meetings, and support each other through difficult learning trajectories.

I would very much like for classes to resume in person again, although I also understand the benefits of remote learning. I would also like to gain some understanding of how our tutor is supported to ensure the learning pathways she provides are as useful and focussed as they can be.

I hope you find these comments useful.

### **Response dated 27 March 2022**

The organisation fixes too much concentration on those who are unemployed or elderly. There is no route for "routine" working adults to undertake anything. The organisation hides from future developments such as online learning courses. Its payment schedule is not compatible with many.

## **Response dated 28 March 2022**

The benefits can often be hard to measure and also be realised over a long timespan - for example assisting with social and emotional welfare for people who are: care givers for young children, Relatives who are chronically or acutely ill. Those retired civilians can also remain both physically and mentally agile by their involvement in adult learning. Additionally learning a new skill can not only build confidence but open doors to alternative employment opportunities. Personally I volunteer in several roles eg school governor, children's club and elderly support volunteer and being able to participate in a creative activity enables me to re-balance and fulfil my other responsibilities more effectively and with renewed vigour and enthusiasm. Barriers to access: I know several people who have stopped courses reluctantly because they No longer have sufficient money to sign up and these are people unlikely to be in receipt of benefits. Personal fulfilment opportunities should not only be available to those who can afford them easily. Perhaps some kind of community credit scheme where someone who provides a community service can exchange time they spend positively contributing to the community for access to adult learning opportunities or something else that benefits the community. The National Citizenship Service which was set up to inspire young people to contribute to society whilst building their ambition and exposure to university life and challenge is potentially a model that could translate to a wider age profile of individuals. Skills leading to employment: Such areas as basic household maintenance ie basic plumbing, carpentry, electrical understanding if supported by local businesses could not only assist people with the confidence to understand and undertake the typical maintenance task needed to keep their residence in good repair but could be an entry point for those who might make it a successful career. Similarly some of the fitness classes such as Pilates or tai chi could be excellent areas for GPs to socially prescribe.

## **Response dated 28 March 2022**

Participating in adult learning and skills training is enriching for anyone. For those who missed out during their years of formal schooling, the chance to go back into some form of education later in life is essential.

## **Response dated 28 March 2022**

I started attending pottery classes with SAL after I stopped working. It was a great opportunity to do something I had always wanted to do. Not only did it give me 'me' time when I was not running the home and looking after the family but it enabled me to mix with a new group of people. Being with people who had been potting for a few years to over 40 years was truly fantastic and I have formed some lifelong friendships. I have also learnt a new skill. However, just before the pandemic SAL made the decision to stop the Woking centre offering 'intermediate' pottery courses and made all of them 'all abilities'. This has been detrimental in many ways.

Beginners arrive expecting one to one full on teaching. More experienced potters who are still wanting to learn new techniques are sidelined and often get no attention during class. If they do, the beginners constantly interrupt and everyone is left frustrated. Come the next term these beginners are no longer termed as beginners and find themselves cast adrift as the poor tutor is having to teach a new group. The ex-beginners then find themselves floundering due to the lack of attention. I lay this completely at the feet of SAL and not the tutor who works their socks off trying to accommodate everyone. Unfortunately many watch Pottery Throwdown and think you can produce work quickly as that show is no reflection of how producing a piece of pottery actually happens in real life.

In my opinion SAL need to revert to offering intermediate courses as well as advanced and beginners' courses. It seems very unfair that Esher, Sunbury and Guildford offer such courses but Woking does not. Splitting up the courses would enable everyone to get a proper service. I, as a long serving potter who has recently started throwing and needs help, should be able to receive help in every lesson. I pay the same amount as everyone else and therefore am entitled to receive 1/9th of the tutors time. I simply am not getting this and SAL needs to address this. As I have previously said, this is NOT the tutor's fault. They do a brilliant job.

As an aside the studio also needs to be looked at as the current layout is simply not working as well as it should.

Finally, I would like to state that the courses I attend are great value and have been invaluable for my mental health. I have learnt a new skill which I thoroughly enjoy and in which you can never stop learning.

## **Response dated 28 March 2022**

Adult Education is a vehicle enabling members of the community to continue learning - exercise of the body and mind - and developing, benefiting the individual concerned on a personal level (social interaction, reducing stress levels, learning, an holistic benefit) and also the community by keeping active, lessening / delaying chances of dementia, physical illness, and supporting each other. Younger people can use it to help them in their existing or preferred careers. It can be a life-saver for the retired population and was particularly important during recent Covid lockdowns. The possibility of continuing relevant courses via Zoom allows those less mobile, immuno-suppressed - themselves or their partners, or perhaps concerned to go out at night in their own, to maintain their place in the community & social activity.

## **Response dated 30 March 2022**

I am in the second year of an online Spanish course and I do hope that classes via Zoom continue in September 2022 because this is a safe and cost effective for me, and surely for Surrey County Council also: no travel time, no petrol costs, less time

away from caring responsibilities, etc. Let's keep both classroom and Zoom course options available.

When I talk to other people about Adult Learning, I am always surprised by how many people are completely unaware of this. I feel there is a huge untapped market of potential participants and a new approach to marketing may be worthwhile.

## **Response dated 5 April 2022**

An integrated programme of local venues and varied activities is essential for mental well-being, personal horizon-widening and gaining qualifications.

Covid has really shown how important socialising and learning are. they are assumptions about life that we take for granted until they are removed from us.

Dorking has lost its adult education centre but there are many smaller venues which could be used and this must be typical in most communities: using small venues also improves their income with hiring fees.

Much adult education is prohibitively expensive and takes place in some remote location.

Perhaps as well, better advertising of other education groups. Eg the WEA site is excellent - informative, accessible & dynamic.

And can you improve your website to make it similar?

## **Response dated 5 April 2022**

I am specifically addressing the provision (or indeed the lack of) Adult Education opportunities in East Surrey.

To have easy access to Adult Education is a lifeline to people living alone. It is not only gaining new skills but also the contact with like-minded people which is so important to alleviate the dire loneliness some folk find themselves in. It is a necessity of one's mental health to have a focus on an activity, with the stimulation of joining in a group and to have something to strive for.

Unfortunately there is no provision in East Surrey. I have been referred to Reigate College, which offered very little, contrasting to other parts of Surrey like Guildford, Woking, Sunbury and Esher.

I do hope Surrey County Council will redress the imbalance of provision of this vital service to ALL areas rather than forcing residents to either drive for miles (if they are able) or they miss out altogether.

Adult Education is also important to allow people to upskill in order to be able to apply for new jobs that come up with better prospects which will in turn help the skills shortage in the UK. So helping to build a more prosperous economy for the next

generation. These courses must be accessible to the working population to allow them to fit them around their work life.

This review is an opportunity to try and build a better Adult Education system for the benefit of Surrey Residents and businesses, please give it the attention it deserves.

### **Response dated 7 April 2022**

Lack of Education, Training & Skills has a catastrophic effect on individuals impacting not just their economic potential but every aspect of their life including mental health, physical health, stability of relationships, and child rearing.

The impact starts in childhood with limitations on Oracy and Literacy which then reduces their ability to access knowledge and their life chances. Providing more access to truly local adult education has the capacity to change that to some extent particularly when it results in the individuals learning gaining marketable skills including dealing with customers, working as part of a team, health and safety, hygiene, site safety, or computer literacy, and provides the qualifications that enable entry into jobs and into training programmes.

It is important that it is local relevant and low cost. Current provision can be too expensive to get to for those on limited incomes or may seem to designed for less deprived groups.

### **Response dated 7 April 2022**

Over the years, I have participated in many forms of adult learning, the last of which was the OU and I obtained a degree, this took 6 years on a part-time basis whilst raising a family and also working part-time. Over the years, I have been working against a great many obstacles to try and get some space to be able to concentrate on learning so that I could eventually provide for my family, sadly the hurdles placed before me were too much and I have found that trying to make achievements has left me facing a brick wall. It is right that you can only really do things that change your direction in life with support, however, in the UK, it seems that hindering others is game on. I have seen that apprenticeships do not work and also that if you do not obtain a degree earlier through the proper channels then you do not get very far in life. In fact, you are forced into poverty and this often leads some people to be desperate to then get into crime as a form of survival. It is an absolute tragedy that we as a country are not forward-thinking enough to realise that the healthier our children the better the country and the economy. If we constantly drive our own children into the gutter what do we expect? I do not know of another country that would play roulette with their children's outcomes but for us.

## **Response dated 8 April 2022**

The benefits of participating in adult learning and skills:

I believe it is very important and beneficial for adults to participate in adult learning. This improve their employment options and develop skills to upskill the workforce, improves chances of getting and keeping a job; increasing earnings; raising aspirations; and job satisfaction.

Another benefit, education improves their physical health and mental health as it gives them a purpose in life and improve quality of life. This results in adults who participate in learning themselves are more likely to engage in their children's education and improving outcomes.

Education can lead to many benefits such as improving community involvement, political understanding and involvement as they have the confidence and skills to participate in local involvement and volunteering for example.

Finally the benefits of participating in adult learning and skills can reduce crime and antisocial behaviour: Adults that engages in employability education and cognitive behavioural techniques can reduce reoffending.

The barriers to participating in adult learning and skills:

I think there are internal and external barriers to participation in adult learning. Example internal Barriers could include busy work schedule, which results can result in no time to allocate studying. Family and children can also be a barrier and in some cultures can be seen to be a Women's role. Other barriers can be financial barrier, child care issues.

External issues could include, course fees, courses not meeting learner needs, location can also be a barrier, online education may suit some adult learners.

## **Response dated 9 April 2022**

Due to the last few years there has been a large number of my residents who have found themselves without a job and in some cases the best solution for getting a new job would be to retrain and gain experience in areas other than where they originally trained.

The will also be some members of the community that had previously not worked but due to necessity need to find employment needing to find suitable training.

The cost of this training is also very relevant as it needs to be made accessible to all.



## **Response dated 10 April 2022**

I have personally benefitted greatly from my Adult Learning, giving me new direction and interest in life.

With restrictions placed upon us during the pandemic, retraining has become almost essential in order to maintain / find employment.

Environmentally, the general population appears to be mostly indifferent to dealing with their own direct influence upon the environment. People are littering / fly-tipping / dog-poop-bag leaving with remarkable regularity. There needs to be both local and national action to tackle this, with adult education in the fore.

The main barriers appear to be local political infighting, as well as a general indifference of the local populace.

Local provision is very good, although accessing Adult Education can be a somewhat involved task. There should be greater publicity of the courses available and the benefits of AE to the general population.

Provision of online learning (especially if free) would help, as well as greater ease of accessing courses.

## **Response dated 11 April 2022**

Appreciate the benefits of participating in adult learning and skills

If possible wish to collaborate in facing the current and anticipated economic and social needs of Surrey's residents and communities (in the context of adult learning and skills)

## **Response dated 11 April 2022**

- Old Dean is in the worst 10% in England for Education, Training & Skills
- Large part of the population in unskilled occupations
- Many on Zero-hours contracts
- Large economically inactive group (Retired/ Disabled etc)
- Old Dean + St Michaels =27% of all 16-24 year old UC claimants in Surrey Heath (the only age group with ward level data)

But also:

- Many NHS staff
- Number of skilled craftspeople/ small businesses struggling to re-establish business

Schools in Old Dean:

- Lorraine Infant School

Ofsted rating GOOD

- Pine Ridge Infants School

Ofsted rating GOOD

- Cordwalles Junior School

Ofsted rating GOOD

- Collingwood College

Ofsted rating GOOD

BUT

- 45% Pupil Premium and 31% SEND @ Cordwalles Junior School

- 25% Pupil Premium and 29% SEND –Lorraine, and Pine Ridge Infants

Adult Literacy is a major issue

Young Adults & Skills is a major issue

## **Response dated 12 April 2022**

You're always learning no matter how old you are. Adult learning is there for anyone wanting to learn a new skills, key skills or update an old skill.

I have taken courses, the last being teaching English as a foreign language.

I have also taught key skills and employment skills to people aged 15 - 64, so I have seen it from both sides.

Everyone should have access to Adult learning not just for the learning but also for the meeting of other people.

## ANNEX 1 – Terms of Reference

### Select Committee Task and Finish Group Scoping Document

The process for establishing a task and finish group is:

1. The Select Committee identifies a potential topic for a task and finish group
2. The Select Committee Chairman and the Scrutiny Officer complete the scoping template.
3. The Select Committee agrees the task and finish group scoping document, including membership of the task and finish group.

<p><b>Review Topic: Adult Learning and Skills</b></p>
<p><b>Select Committee(s)</b></p> <p>Children, Families, Lifelong Learning and Culture with representation from Communities, Environment and Highways</p>
<p><b>Relevant background</b></p> <p>Adult learning is that delivered to people over the age of 18 and excludes official tertiary education such as degrees. It can provide significant social and economic benefits to communities and individuals.</p> <p>In north and south-west Surrey, adult learning is delivered out of seven dedicated centres by the Council's Surrey Adult Learning service (SAL). SAL is funded by the Education and Skills Funding Agency and as of 2021, receives contributions from the Greater London Authority.<sup>1</sup></p> <p>In March 2021, it was reported to the Select Committee that approximately 25% of SAL's provision comprised adult skills programmes, which generally involve learners completing externally accredited qualifications at no cost, e.g. English and Maths GCSEs and English for Speakers of Other Languages units and awards.</p> <p>The majority (apx. 75%) of SAL's provision comprised charged (85%) and free of charge (15%) community learning programmes which do not lead to accredited qualifications but aim to develop the skills, confidence, motivation and resilience of adults of different ages and backgrounds. Charged-for courses are delivered in fields including arts and crafts, foreign languages and healthy living. Free programmes support groups including disadvantaged families, people with disabilities, people with low to moderate mental health issues, hard to engage adults, and people in need of workplace skills.</p> <p>SAL's aim is that,  <i>through engaging with the adult learning offer, every adult will be safe and have their education, social and emotional aspirations met. They will be able to contribute</i></p>

<sup>1</sup> [Surrey Adult Learning, CFLC Select Committee \(March 2021\)](#)

*positively to their families and communities and lead healthy, creative and active lives.*

In March 2021, the Children, Families, Lifelong Learning and Culture Select Committee recommended that SAL:

- i. Work with partners, within and external to SCC and with the Surrey Economy and Growth Team to develop a coordinated plan for the future, to ensure that the Adult Learning Service remains responsive to changing health, social and economic needs; and*
- ii. Continuously review the Service delivery model to ensure sustainability and that the Service meets the needs and aspirations of the local community.*

In the east of the county, adult learning is delivered by East Surrey College (ESC). ESC focuses on employability and skills development, career progression and retention, entry into work, and social engagement.

The Surrey Growth Board's multi-agency (skills providers and employers) Surrey Skills Leadership Forum sets the vision and supports the development of an inclusive demand-led Surrey skills system and is developing a skills improvement plan. In its current form, the Skills and Post-16 Education Bill will put local skills improvement plans on a statutory footing if enacted.<sup>2</sup> Adult learning is a small element of Surrey's skills agenda and it is intended that the work of this Task Group will be complementary to the work of the Forum as well as develop insights applicable to the wider education and skills system.

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<sup>2</sup> [Skills and Post-16 Education Bill \[HL\] publications - Parliamentary Bills - UK Parliament](#)

### Why this is a scrutiny item

National data shows that prior to the coronavirus pandemic, the skills of the UK population were insufficient to meet the needs of the UK economy, with particularly acute skills shortages present in the construction and manufacturing sectors.<sup>3</sup> The labour market also lacks the skills required for the country to meet its environmental and climate commitments.<sup>4</sup>

The pandemic had a significant impact on the economy and workers, particularly younger and older workers, low paid workers, workers from ethnic minority groups, and workers with disabilities.<sup>5</sup>

Surrey, whilst maintaining a relatively high level of employment, experienced an increase in unemployment of approximately 25% (or 2,800 individuals) between the 12-month periods ending March 2020 (2.4%) and September 2021 (3.0%), after peaking at 4% in 2020.<sup>6</sup>

Households have experienced significantly increased costs over the course of the pandemic, with costs (consumer price index + housing) rising by 5.6% between December 2019 and December 2021<sup>7</sup> and a 1.25% increase in national insurance contributions planned from April 2022.<sup>8</sup>

Whilst during the pandemic both median and mean nominal pay have increased in Surrey,<sup>9</sup> its economic impact as experienced by the worst-off residents is illuminated by a 235% increase in universal credit claims (up to 49,679) between March 2020 and August 2021 and the number of areas within the lowest quintile in the Index of Multiple Deprivation increasing from three to four. The Council's Community Impact Assessment found that 55% of households which were previously 'just getting by' reported that the pandemic had negatively impacted their household income.<sup>10</sup> It is important to note that the impact of the pandemic on employment and earnings was mitigated by the Coronavirus Job Retention Scheme, which ended on 30 September 2021, when 1.2 million jobs were still on furlough nationally.

In September-November 2021, national job vacancies reached their highest level (1.2 million) since comparable records began in 2001; there were 1.2 unemployed people per job vacancy.<sup>11</sup> This increase in vacancies coincides with changes to the composition of the UK's economy as it experiences a lopsided recovery in both sectorial and geographic terms.<sup>12</sup> In the third quarter of 2021, 46% of employers with vacancies reported recruitment difficulties. Hard-to-fill vacancies were most prevalent in construction, healthcare and public administration and defence and such difficulties were expected to worsen into 2022. Anticipated rises in employment are expected to be particularly strong in construction, healthcare, administration and support services and hospitality.<sup>13</sup>

Labour market changes and automation are expected to significantly impact employment in the future, with an estimated 10 to 30% of jobs at high risk of displacement in the next 20 years. This coupled with the UK's aging population will increase the need for adults to reskill during their working lives.<sup>14</sup>

Further, the pandemic has impacted people's wellbeing both directly (e.g. health) and indirectly (e.g. effects of isolation or economic consequences).<sup>15</sup>

In light of the significant impact of the coronavirus pandemic on wellbeing and household finances, the changing composition of the UK's economy and labour

market, employment and recruitment challenges, the imperative to provide workers with the skills needed to deliver our environmental commitments, the ongoing development of a local skills improvement plan and the prospect of legislative reform, it is timely for elected Members to review adult learning in Surrey and identify opportunities for it to better meet the needs of residents and employers.

**What question is the task group aiming to answer?**

What reasonable and achievable changes to adult learning and skills policy and provision are desirable in Surrey in order to meet the economic and social needs of the community and deliver relevant environmental commitments?

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<sup>3</sup> [Employer Skills Survey 2019: Summary report](#)

<sup>4</sup> [A green skills shortage could thwart climate commitments - Maddy Ness UK; CITB, Building Skills for Net Zero; Retrofit skills shortages holding back home decarbonisation, finds Energy Systems Catapult](#)

<sup>5</sup> [Labour Market Outlook: Autumn 2021 \(cipd.co.uk\)](#)

<sup>6</sup> [Labour Market Profile - Nomis - Official Labour Market Statistics \(nomisweb.co.uk\)](#)

<sup>7</sup> [Inflation and price indices - Office for National Statistics \(ons.gov.uk\)](#)

<sup>8</sup> [National Insurance: How much you pay - GOV.UK \(www.gov.uk\)](#)

<sup>9</sup> [Earnings and employment from Pay As You Earn Real Time Information, seasonally adjusted - Office for National Statistics \(ons.gov.uk\)](#)

<sup>10</sup> [Cabinet child poverty report - 25 Jan 2022.pdf \(surreycc.gov.uk\)](#)

<sup>11</sup> [CBP-8898.pdf \(parliament.uk\)](#)

<sup>12</sup> [IFS Green Budget 2021 Chapter 2 - UK economic outlook: the future isn't what it used to be](#)

<sup>13</sup> [Labour Market Outlook: Autumn 2021 \(cipd.co.uk\)](#)

<sup>14</sup> [Barriers to learning for disadvantaged groups \(publishing.service.gov.uk\)](#)

<sup>15</sup> [Mental health impacts of the COVID-19 pandemic on adults](#)

**Aim**

To support the improvement of economic and social outcomes and the delivery of environmental commitments by better aligning adult learning and skills policy and provision with the needs of residents and businesses and relevant environmental commitments and by increasing participation by the residents who stand to benefit the most from adult learning and skills.

**Objectives**

1. Understand the benefits of adult learning and skills.
2. Understand current policy and provision and anticipated changes.
3. Review employment data and participation in adult learning and skills at population and local levels.
4. Identify the groups who stand to benefit the most from participation in adult learning and skills and barriers to their participation.
5. Ascertain the current and anticipated economic and social needs of Surrey's communities (in the context of adult learning and skills), including the skills required to deliver our environmental commitments.
6. Identify good practice regarding adult learning and skills within and outside of the county.
7. Make recommendations regarding how the council could improve its adult learning and skills offer in order to,
  - i. increase participation by disengaged groups and groups who stand to benefit the most from adult learning and skills; and
  - ii. contribute to meeting the current and future economic and social needs of Surrey and deliver relevant environmental commitments.

**Scope (within / out of)**

In scope:

- The social and economic needs of Surrey residents
- The skills needs of Surrey's employers, including those needed to deliver relevant environmental commitments
- The adult learning and skills offers of the council, third sector and employers
- Relevant national and local policy

Out of scope:

- Higher/tertiary education
- Pre-16 education
- Labour (people) shortages, as opposed to skills shortages

**Outcomes for Surrey / Benefits**

The work of the task group relates to and supports the following strategies and priorities:

- [Surrey County Council's Organisation Strategy to 2021 to 2026's priority objectives and Community Vision for Surrey in 2030](#);
- [Surrey Economic Strategy Statement](#);
- [No One Left Behind: Child Poverty in Surrey](#); and
- [Priority 3 of the Surrey Health and Wellbeing Board's Health and Wellbeing Strategy](#).

## 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.

<b>Timescale</b>	<b>Task</b>	<b>Responsible</b>
Week commencing 7 March 2022	<b>Send targeted requests for written evidence to named witnesses/organisations</b>	Democratic Services Assistant (DSA)
Week commencing 14 March 2022	<b>Public call for evidence</b> To run for four weeks	Scrutiny Officer (SO) and DSA
3 May 2022	<b>Oral evidence sessions</b> Phase 1: internal witnesses	All
18 May to 1 June	<b>Pause</b> due to Member and SO availability	
June-July 2022	<b>Oral evidence sessions</b>  Phase 2: external witnesses listed below as desired by Task Group  Phase 3: internal witnesses (if needed)	All
July 2022	<b>Development of report skeleton</b>	Chairman and SO
July/August 2022	<b>Report drafting</b>	Chairman and SO
4 October 2022	<b>Report to Select Committee</b>	Chairman
25 October 2022	<b>Report to Cabinet</b>	Chairman



**Internal witnesses**

- Leader of the Council/Chair of the Surrey Growth Board
- Cabinet Member for Education and Learning
- Senior officers from Education Service and Economy and Growth Service

**External witnesses**

- Surrey Skills Leadership Forum
- East Surrey College
- Surrey Chambers of Commerce
- Enterprise M3 and Coast to Capital Local Enterprise Partnerships
- School of Economics, University of Surrey
- Local Government Association
- Association of Employment and Learning Providers
- Learning and Work Institute
- Foundation for People with Learning Disabilities
- Family Voice Surrey
- Residents and service users
- Employers

**Useful Documents**

[Surrey Adult Learning, CFLC Select Committee \(March 2021\)](#)

[Surrey Economic Strategy Statement \(surreycc.gov.uk\)](http://surreycc.gov.uk)

[Barriers to learning for disadvantaged groups \(publishing.service.gov.uk\)](http://publishing.service.gov.uk)

**Potential barriers to success (Risks / Dependencies)**

- Member and officer availability
- Witness and stakeholder engagement
- Anticipated legislative changes relevant to adult learning and skills

**Equalities implications**

None identified. The Task Group will enquire as to the equalities implications of current policy and evaluate the equalities implications of any recommendations it makes.

<b>Task Group Members</b>	Jonathan Essex Fiona White Jeremy Webster
<b>Co-opted Members</b>	Catherine Baart
<b>Task Group Chairman</b>	Chris Townsend
<b>Scrutiny Officer/s</b>	Benjamin Awkal <a href="mailto:Benjamin.awkal@surreycc.gov.uk">Benjamin.awkal@surreycc.gov.uk</a>

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## **ANNEX 2 – Written submission from Alex Stevenson, Head of Programme – Essential and Life Skills, Learning and Work Institute, dated 15 March 2022**

I would like to highlight some recent L&W research which may be relevant and provide evidence against some of the themes mentioned in the invitation.

### **Adult Participation in Learning**

Please refer to the *2021 Adult Participation in Learning Survey* for the most recent insights, including demographics and barriers to learning - <https://learningandwork.org.uk/resources/research-and-reports/adult-participation-in-learning-survey-2021/>

### **Coronavirus and the Labour Market**

Our most recent report on the impact of the pandemic on the labour market can be found here: <https://learningandwork.org.uk/resources/research-and-reports/fast-forward-where-next-for-the-labour-market/>

### **Adult Essential Skills**

Our recent report *Getting the Basics Right* draws together the current landscape and evidence base on adult literacy, numeracy and other essential skills, including current levels of need, benefits of essential skills learning and effective practice in engaging adults in essential skills. <https://learningandwork.org.uk/resources/research-and-reports/getting-the-basics-right-the-case-for-action-on-adult-basic-skills/>

We've also looked at likely future trends in demand for ESOL provision in our report *Migration and English Language Learning after Brexit*. <https://learningandwork.org.uk/resources/research-and-reports/migration-and-english-language-learning-after-brexit/>

### **Social Prescribing to Adult Education**

This recent report, published by the GLA last week, looks at the strategic links between social prescribing, health services and adult education in London to improve wellbeing and mental health, with likely relevance in other settings. There's also a toolkit to support effective partnership working. Links to the GLA site in our blog here: <https://learningandwork.org.uk/news-and-policy/social-prescribing-adult-learning/>

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## **Adult Learning and Skills**

### **The benefits of participating in adult learning and skills**

As the parent carer forum for Surrey, we represent the voices of families with children and young people up to the age of 25 with additional needs and disability. We know for many of our families that opportunities to participate in adult learning and skills are fundamental to a young adult's development and social and emotional wellbeing. Many of our young people may not have achieved formal qualifications at school which leaves them at a significant disadvantage to those who were able to. We know that for those young adults who are given the opportunities to engage in adult learning and skills at a level that is appropriate for their needs have a much higher chance of being able to achieve things such as; live independently, gain employment, join in with activities that help their local communities.

### **The groups who stand to benefit the most from participating in adult learning and skills**

As mentioned above the young adults whom we represent through their parent carers often are at a significant disadvantage to those who do not have additional needs and disabilities. Many will have had significant support in their childhood either through an education health and care plan or through SEN support at their educational setting. What we hear from families is that when they reach adulthood often that support reduces significantly or entirely and leaves vulnerable young adults with no clear path to move forwards, contribute to their local community and become more independent. Having appropriate opportunities to engage in adult learning and skills would offer many of these young adults the opportunity to gain vital skills to empower them to strive for their ambitions and live successfully within their community.

We know from speaking with families that there are significant advantages to a child or young person with additional needs and disability who would benefit from accessing adult learning and skills much younger - we hear time and time again how beneficial a hybrid school/college model would be for young people - combining the national curriculum academics with vital life and practical skills to prepare them for adulthood.

### **The barriers to participating in adult learning and skills**

Unfortunately for young adults with additional needs and disabilities there are often huge barriers to accessing adult learning and skills.

Some of these barriers include:

- **The Adult learning and skills not being accessible for the young adults** - for example the course may be at a level that is not understandable, there may be visual or auditory challenges that prevent access, the pace may be too fast. The environment could cause sensory challenges and often just the unknown is too much for some young adults to cope with.
- **Funding** - this is often the case for many young adults who may have had support funded in childhood find that when they reach adulthood this is no longer funded and they are unable to access this as a result.
- **Availability** - we often hear from families that adult learning and skills that would be suitable for their young adults needs are so oversubscribed that they have no choice but to wait.
- **Information** - many families don't know where to look or access adult learning and skills for their young person and are often sent from one place to another and still don't get the information that they need.
- **Knowledge of those delivering adult learning and skills** - we often hear from families that they have experienced teachers/instructors/coaches who have no experience or knowledge of additional needs and disabilities and don't know how to make reasonable adjustments

### Ways to overcome these barriers

Some suggestions on overcoming the above barriers for young adults with additional needs and disabilities include:

- **Training** - The most important thing is for everyone involved in adult learning and skills to be trained on additional needs and disabilities and reasonable adjustments - preferably have training within this from those with lived experience to get a rich understanding.
- **Information** - have information in an accessible place that is mindful of the varying additional needs and disabilities and is available in a variety of formats and easy read guides.
- **Environment** - Consider the environment of where adult learning and skills is being held - things such as acoustics, lighting, hearing loops, the way the room is laid out can all have a massive difference.
- **Funding and Availability** - It is essential that those young adults with additional needs and disability are not disadvantaged, and they should be able to access learning to enable them to achieve the outcomes outlined above, they will often need more adult learning and skills so this should be reflected in what is offered.
- **Starting Earlier** - As mentioned above having the opportunity to learn adult and life skills earlier would be hugely beneficial, and a move towards a hybrid type school/college model which incorporates these skills into a young person's life at the earliest opportunity would inevitably improve the outcomes for them.

**ANNEX 4 – Written submission from Tim Oliver, Leader of the Council, and Denise Turner-Stewart, then Cabinet Member for Education and Learning, dated 20 April 2022**

**Adult Learning and Skills- Task and Finish Group Enquiry**

**Written submission - Economic Perspective**

**1) The benefits of participating in adult learning and skills**

There is a very wide range of benefits associated with participating in adult learning and skills for an individual. These go beyond just the benefits in terms of economic productivity but can also lead to improved outcomes in terms of health and wellbeing and social and community outcomes. However, it should also be remembered that not all benefits will be achieved by each individual and that the impact of adult learning on their life and livelihood will be determined by a whole range of other factors that the learning provision is unable to impact on by itself.

Some of the benefits of participating can include:

- Skills acquisition can help individuals access or retain a job or help them with career progression
- An opportunity to retrain and move into careers where there is greater demand in their local area, i.e., to be more adaptable to the needs of the local economy
- Increased earnings
- Raising aspirations (which can have an impact on those around them in their network)
- Productivity gains (from an employer perspective)
- Increased job satisfaction
- Improved physical health – studies have shown adult learning to be linked with smoking cessation, amount of exercise taken, life satisfaction, better nutrition and lower risk of heart disease
- Improved mental health by fostering a sense of identity, purpose, wellbeing and improved life satisfaction. Developing new skills can boost self-esteem and self-confidence
- Adults who engage in learning themselves are more likely to engage in their children's education so there are potential intergenerational benefits too
- Improved social capital, social cohesion and integration
- Greater connection to the local community, potentially leading to greater civic participation and democratic involvement
- Reduction in re-offending rates

It is worth remembering that the benefits achieved through lifelong learning or even one-off adult skills provision is directly in relation to the quality and nature of the learning and how well it is tailored to the needs of the individual receiving it.

**2) The current and anticipated economic and social needs of Surrey's residents and communities (in the context of adult learning and skills)**

Surrey has a higher-than-average rate for its population to be qualified at NVQ4 and above; 53.4% as compared to 45.1% for the South East and 43.1% for Great Britain. Unsurprisingly then it also has a lower rate of residents with no qualifications – 4.4% as compared to 4.8% for the South East and 6.4% for Great Britain. Earnings by place of residence is significantly higher (over 20%) than the GB average but it also needs to be recognised that the cost of living is significantly higher in Surrey than elsewhere too.

We also know that 60% of those employed in Surrey come from the top three Standard Occupation levels (Managers, Directors and Senior Officers, Professional and Associate Professionals and Technical occupations). Surrey has experienced a mismatch as residential jobs for this skill level rose by 20,000 yet there was only an increase of 3,000 for workplace jobs. This suggests that the county is potentially losing high-skilled local workers due to not having enough Professional Occupation vacancies. This may be due to an organic decline in opportunities in the county but could also be a result of a high level of unfilled vacancies.

There are also concerns around structural changes to the Surrey economy, particularly on the back of the impact of the COVID pandemic and due to EU Exit. There was a much higher prevalence of the transportation and storage sector using the Coronavirus Job Retention Scheme (CJRS); 16% in Surrey compared to 8% nationally. Whilst this could well be due to the slow return of airport activity, even as that returns the higher potential of automation in this sector may lead to some longer-term structural changes.

In terms of areas of growth for the Surrey economy, which will then have a knock-on impact in terms of the needs on residents and the skills they require to adapt to the Surrey economy, we are expecting to see continued growth in digital industries. This will include growth in particular sub-sectors such as computer consultancy and programming, computer games publishing, wired telecommunications and computer facilities management.

When we look at this in employment terms, 82% of Surrey's working age population are economically active, with only 2.4% claiming Universal Credit, lower than the South East rate of 3.4% and national rate of 4.4%. In the past 12 months, there have been 160,201 unique job postings for jobs based in Surrey with the most sought-after occupations (from an employer perspective) being:

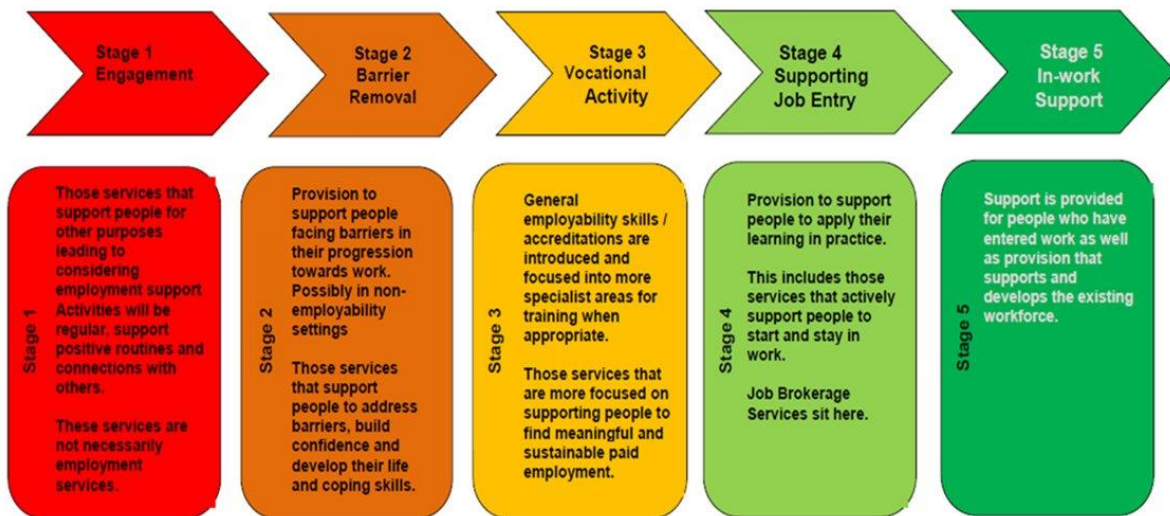
- Nurses
- Care workers
- Sales
- Administrative roles
- Programmers and software developers

Meanwhile, only 21% (26,600) of those economically inactive want to work (i.e., are not in education or retired etc). Therefore, there is clearly a wide gap between the needs of employers in terms of job opportunities and the market available to them locally. However, ultimately we must consider how adult learning provision in Surrey needs to be set up to meet these needs and how that works alongside the existing, and ever evolving, offer available from Further Education Colleges, Higher Education Institutions and Independent Training Providers. When we consider the current skills landscape in Surrey, much of the provision sits at Stages 3 and 4 of the 5-stage employment pipeline model (below), which is primarily focused on supporting those who are able and willing to take up opportunities for training and learning before moving into paid employment. A question to put onto this inquiry is whether that is where adult learning is best placed to support or whether instead it could have a greater role in Stages 1 and particularly stage 2, reducing and removing barriers to education and working on more basic skills such as confidence building, general employability and basic skills such as English and Maths. Whilst Surrey is, overall, an affluent and highly skilled county, there are pockets of deprivation across the region where the fundamentals of supporting people into training and learning need to be addressed before a vocational routeway can even be considered.

Of course it is understandable that any provision is driven by where the demand sits and where the funding is coming from. However, if we are to move to a position of developing a well-rounded, aligned skills system in Surrey that supports people through all stages of the pipeline, we have to consider how we move away from being driven by reactive funding needs to taking a wider perspective of what provision is best suited at each stage to help deliver the pipeline of skilled workers who can move into work and can remain and develop within their jobs. Aligned with this, consideration also needs to be given to two other factors; 1) how any provision interfaces with the world of employment,



matching employer needs where required and 2) how well it is linked into other sources of referrals and support networks so that we can be confident we are accessing and supporting the individuals who need it the most.



### 3) The skills required of the workforce to deliver relevant environmental commitments

This is a difficult area to be confident regarding specifics, primarily because the latent demand is yet to translate to job numbers as many organisations do not have the right level of awareness or understanding of their green skills requirements and the implications on the economy and environment. It is also widely accepted that most areas of the economy will develop a 'green' element to them, even if they are not widely seen as specifically green roles.

However, we can look to some projections around the number of jobs required and to data regarding the provision that is available to match this demand. Surrey is projected to have 15,400 Low Carbon and Renewable Energy Economy (LCREE) jobs by 2030, and this is expected to rise 82% by 2050 to 28,000 jobs. The majority of this growth is anticipated across three sectors including:

- Low-carbon electricity (89% growth)
- Low emission vehicles & infrastructure (144% growth)
- Low-carbon heat (50% growth)
- Low-carbon services sector (181% growth)

Some initial data analysis, completed by Shared Intelligence, has also explored the potential within the construction sector as the sector with the highest absolute growth. Surrey's construction industry has an uneven distribution of employment by higher-paid and higher-skilled sub sectors such as Architects and Civil Engineers which require accredited degrees equivalent to NVQ level 6 and above. Demand in the short to medium term, as environmental targets in the built environment are realised means that there is a need for more skilled construction workers within the county to deliver on retrofit and modern methods of construction. It is therefore unlikely that adult skills provision, in its current shape, will meet these kinds of demands.

On a geographical level, Surrey Heath, Woking and Guildford are anticipated to have the highest number of LCREE jobs within the county, with Surrey Heath projected to experience a 92% increase in LCREE jobs between 2030 and 2050.

When we then consider the provision available to meet this demand, according to an Education and Training Foundation (ETF) survey, less than 1% of college courses available to students in the UK are focused on embedding green skills, climate emergence or carbon literacy. Current and projected

shortages of STEM skills may also act as a barrier to green growth as low carbon sectors will need to compete for STEM graduates with other industries for their workforce.

#### **4) The barriers to participating in adult learning and skills**

As with the benefits of adult learning, there are many complex factors at play when it comes to participation in adult learning and skills, few of which are Surrey specific. These factors can include:

- Self-confidence and belief. Moving back into a learning environment, potentially for the first time in a long time, can be a daunting task and will mean exposing yourself to the opportunity for failure, which is an uncomfortable position to be in.
- Lack of basic skills, such as oracy and numeracy to even start participation (or feel participation can be started) at the lowest level
- Time and/or flexibility. A number of potential adult learners are already in-work, potentially even with multiple jobs, so creating time can be difficult. In Surrey, as of February 2022, we know there are 16,380 Universal Credit claimants; whilst many of these will be unemployed, a significant amount are likely to be in work already but with little available time to completely develop new skills
- Caring requirements – As above, life commitments can have a limiting effect on the amount of time an individual can give up to learning new skills
- Financial – Whilst there is a wide range of provision that is free, there are other costs which need to be factored in, such as travel, childcare, opportunity costs of not working etc.
- Travel and transport – Surrey Adult Learning is delivered from a range of sites covering a large span of the county but there are gaps meaning it can be difficult for some learners to attend courses in person, especially if reliant on public transport
- Digital exclusion to access information about the opportunities of adult learning in the first place as well as being able to learn through remote learning opportunities

#### **5) Current policy and provision in Surrey, including that of Surrey Adult Learning (Surrey County Council), employers and the private and third sectors**

This will be better outlined by those directly delivering the provision. However, from an Economic Growth perspective, what we can say is that through the work of the Surrey Skills Leadership Forum, SCC is taking forward plans for the development of a Local Skills Improvement Plan (LSIP). The aim of an LSIP is to create an action plan to support the delivery of an employer-led skills system, where provision is matched to the existing and future needs of employers within a common geographic area. This will enable provision to be much more adaptable and flexible to suit the needs of employers and to support economic growth across the county.

As part of the development of a LSIP, commissioned research will take place to assess the existing level of provision within Surrey and how well matched that is to employers needs, both in the short and longer term. This will allow us to explore how the development of the LSIP can ensure that provision, including that of adult learning and skills, is tied directly into the economic needs of the county and is creating a talent pipeline for the future.

If we move this question onto future policy and provision in Surrey, there will be opportunities for skills provision to be shaped quite differently under potential devolution opportunities. This will allow SCC to have greater control over use of funding and commissioning of services to meet the requirements of its specific economy. There are also wholesale changes proposed for the skills landscape, including the introduction of a Lifelong Learning Loan allowance, which could help to remove one of the significant barriers faced by potential adult learners; financing their own skills provision. We are also awaiting details of the significant investment the Government is making in adult numeracy programme, Multiply, which will enable providers to deliver a new range of courses

that are specifically focused on making numeracy feel relevant to learners (i.e., that it is applied in real life settings).

As outlined above, we feel in order to enable Surrey residents to engage with adult learning, there must be an adequate balance between delivering courses with qualifications and provision that is aimed at the earlier stages of pre-employment support.

### **Written submission – CFL Perspective**

We welcome the enquiry into how adult learning and skills in Surrey is meeting local strategic and operational education, economic, health and wellbeing, community and skills needs. That in itself sets out the complexity of the adult learning provision and the many diverse needs it is expected to meet. The age range is 19 plus with many different types of learners wanting different outcomes such as

- learners of working age with low or no qualifications wanting to gain a GCSE in English and/or maths to improve their employment prospects;
- learners wanting to learn English (ESOL) as a second language;
- supported learners requiring learning assistants who attend a class two hours a week for 10 weeks to develop their cognitive skills and self-confidence;
- learners on a family learning programme who want to improve their parental skills to assist their children's behaviour and achievements;
- learners of any age wanting classes that improve their leisure and pleasure activities and their sense of belonging and achievement within a group such as pottery, painting, sewing, pilates and a modern foreign language.

The funding for adult learning comes from the Adult Education Budget (AEB) allocated and managed by the Education & Skills Funding Agency (ESFA); an arms-length organisation under the Department for Education. Surrey Adult Learning within the Children, Family and Lifelong Learning directorate receives £2.75m AEB per annum. The four FE Colleges across Surrey also receive AEB funding.

AEB has two primary funding elements. The first is termed adult skills which is for accredited learning that aims to successfully provide a qualification from an awarding body and is funded through a formula. The second is called community learning which is for non-accredited provision that is funded according to the cost of teaching and learning. Surrey Adult Learning (SAL) agrees the AEB split of the two with the ESFA; for SAL it is 75:25 in favour of community learning and is different for every local authority and FE College throughout the country. For many it is nearer 50:50 or in favour of adult skills.

We have considered the factors for consideration in light of the questions asked for the adult learning enquiry.

#### **1. The benefits of participating in adult learning and skills**

The benefits include

- A friendly bespoke local environment to learn and teach.
- Tutors and support staff that can be learner centric and change the teaching and learning to meet specific classroom needs
- Learning in a relatively small group that encourages group dynamics and facilitates peer review and collaboration. Many learners return year on year.
- High achievement rates that are above the national average when compared to other types of provision such as apprenticeships and level 3 and above courses.

- The outcomes are met and learners and tutors understand the reasons for starting on a course. Outcomes include learning progression from one level or stage to another; better employment prospects for finding a new job or sustaining an existing role; stronger social confidence within local communities; less isolation and loneliness (a prominent factor during the covid pandemic); parents assisting children with their education and training and learners re-skilling and upskilling to meet local employer needs.
- SAL has a good OFSTED grade which encourages learners to learn.
- Reduces isolation and promotes health and wellbeing
- Online adult learning means learning is not disrupted when learners travel

## **1. The current and anticipated economic and social needs of Surrey's residents and communities (in the context of adult learning and skills)**

- SAL has historically accessed learners from marketing and communicating with individuals across Surrey who want to participate in adult learning. Many are continuous learners who progress year on year and originally started from a neighbour's or relative's recommendation. The largest age group is 60-69 and the smallest is 19-24. More learners are studying a modern foreign language and arts and crafts than any other subject area. The outcomes are dominated by community learning and health and wellbeing strategic priorities and less so for skills needs. It could be argued that the skills needs are being met by the local FE Colleges and training providers. Jobcentre plus and the DWP believe needs of their claimants for more training are being met by their own training programme (Refresh) and by local Colleges and national providers. To back this up, the local LEPs and the Chamber of Commerce believe level 3 and below shortages are almost non-existent. SAL are working with the SCC Health and Wellbeing Board (Helen Johnson) and the Communities team (Jane Last) to target our provision on disadvantaged areas such as Spelthorne and Sheerwater in a coordinated person- centred approach.
- SAL benefits from having seven centres across the west and north of Surrey that solely deliver adult learning. They have existed for generations and are part of the fabric of their local community. Before the covid pandemic 11,000 learners were learning at one of the sites and in 2021/22 the forecast is 7,500 learners will access SAL provision which compares very favourably with other national and regional local authorities and will put SAL comfortably in the top of quartile of local authorities for participation. On the other hand, all 11,000 pre covid learners were taught face to face and we anticipate our delivery of learning in 2021/22 and for the future to be two thirds face to face and a third remote learning. This has come about from a combination of learner and tutor demand.
- Nationally, the DfE skills for jobs white paper, the Post 16 Skills Bill and the levelling up bill concentrate on how any adult learning can support the skills needs of any locality first and foremost. OFSTED rigorously analyse how any adult learning is supporting local skills needs. There is a clear tension to a holistic approach that gives equity to economic, social, and environmental needs when deciding on adult provision.

## **2. The skills required of the workforce to deliver relevant environmental commitments**

- The skills relate to the basic qualifications and the need to ensure all can have the opportunity to access a job. This means ensuring everybody has an English and maths GCSE so that literacy and numeracy is at a level to access a sustainable job. In the future it will require essential digital skills qualifications (EDSQ).
- There are no specific courses or qualifications in adult learning that target the green agenda or meet environmental employer needs.
- We are working with the economic development team to consider changes to our curriculum for the next academic year and beyond.

- SAL has introduced a reuse and recycle policy that repairs and uses our existing equipment.

### **3. The groups who currently participate in adult learning and skills and the groups who stand to benefit the most from participating in adult learning and skills**

- The primary groups who participate in adult learning are females over the age of 50 and the largest age group is 60-69
- 90% of our learners are on community learning curriculum courses that are non-accredited
- The outcomes for most learners meet a health and wellbeing and community vision set of priorities such as improved social confidence, more interactive with their local community after meeting other learners on the course, less isolation and more interactive discussions with fellow learners, many develop new long-standing friendships and learn a new skill or activity.
- The ethnic minority participation levels match the overall Surrey population
- All adult learning providers would like to attract more learners aged 19-40 of working age from disadvantaged areas who are seeking to improve their pay or reskill or upskill to stay employable in the future.
- The participation strategy for adult learning is to attract more learners through local employers and communities and to take the learning to the employer and community as well as the learner attending one of the SAL seven sites. In SAL, we generate leads for adult learning from one primary source which is the individual or resident and we are historically very good at it. In other local authorities the need from employers, jobcentre plus and communities seeks out local authority provision and that is not currently the case in Surrey.

### **4. The barriers to participating in adult learning and skills**

The primary barriers are:

- Potential learners do not believe there will be any economic or social benefit from learning particularly younger working age individuals. Employers are not willing to give time off and learners do not see any immediate earning increases. Despite extensive marketing and communication, the adult population is unsure of adult learning and treats it with a level of trepidation particularly if they have had a poor experience at school. We overcome this through a far more relaxed atmosphere that is providing learning for mature adults not children.
- Learners and employers are not routinely anticipating future skills need only the needs of the immediate present.
- The covid pandemic has made adult learners and tutors more apprehensive of face to face classrooms that will take time to alleviate.
- Finding new tutors for English and maths GCSEs is a national, regional and local struggle.
- There are no barriers concerning cost although many learners want easy access to parking, better public transport to our seven sites and have a high expectation of the quality and up to date status of our equipment and technology. We are introducing new white boards in the classroom and better equipment for the arts and crafts curriculum areas
- SAL has an annual staff and learner survey and recently conducted a community survey through the Surrey County Council business intelligence team and these barriers were reinforced.

- To overcome them Surrey Adult Learning must work in collaboration with all local education and training suppliers to offer a curriculum that meets all need. The Surrey Skills Leadership Forum is a worthwhile new introduction to the network structure of the county so that demand for learning can be stimulated from all sources and met by local supply. There is a constant tension between collaboration and competition amongst post 16 providers although all recognise that collaboration has to be stronger across the post 16 sector

## **5. Current policy and provision in Surrey, including that of Surrey Adult Learning (Surrey County Council), employers and the private and third sectors.**

The national and local policy is driven by the skills for jobs white paper, the post 16 Skills Bill progressing through the Houses of Parliament and the Levelling Up white paper. They stress the imperative for learning to help achieve sustainable employment for all including individuals with no or low qualifications or with outdated skills and experience.

We have in other sections set out learner participation and achievement, compared it to other local authorities and past years.

The strategic vision of Surrey Adult Learning is to change people's lives through inclusive, inspirational adult learning.

- Individuals will be inspired to learn
- Employers will value learning and engage in shaping adult education
- Communities will encourage the benefits of learning
- We will deliver world class learning

The mission is to promote learning pathways that enable all learners to achieve their career aspirations and fulfil their potential with values that project passion and high achievement, high standards and quality, inclusivity and fairness and flexibility and responsiveness. The goal is to meet local economic, skills and community strategic priorities whilst maximising fee income. There are six priorities

- Learners – promote a learner first culture in our decision making.
- Staff – develop a workforce that delivers excellence.
- Stakeholders – innovate the curriculum and delivery through partnerships and collaboration.
- Provision – maintain a digitally enhanced environment for teaching and learning.
- Finance – become financially resilient to provide long term financial stability
- Reputation – deliver excellence in performance and be responsive, agile and flexible.

Our objectives are to ensure the value of adult education is recognised and celebrated by all; residents access learning as a pathway to achieve their ambitions and employers influence adult education and skills provision to find the skills they need. The expected outcomes are supporting communities to participate in society and combat isolation; supporting learners to gain skills for the future with a curriculum offer that enables learners to meet employer skills gaps and support communities to enrich lives and explore creative learning opportunities.

It will deliver more jobs and pay; progression into further learning and improved social confidence from adult learning; more employer engagement in influencing the curriculum offer; more learners influencing the extent of remote and distant learning and then equip adults with the skills to collaborate, compete and connect in ways that drive their lives and their local community or society.

## **6. Good practice regarding adult learning and skills.**

This is hard to ascertain. SAL has a good OFSTED grade and so do the four local FE Colleges. SAL's adult skills provision for GCSE qualifications and functional skills for English and maths have achievement rates substantially above the national average and in the top quartile of all national providers. Many LA adult providers are more integrated into strategic skills bodies such as LEP skills subgroups or Local Skills Improvement Partnerships which should more clearly and cogently set out the local skills needs.

HOLEX is a national local authority body that represents adult learning in discussion with the DfE and the ESFA on policy changes that especially relate to any proposed funding changes. SAL are part of a local authority network that is lead by the DfE on the impact of any policy changes on adult learning.

## **7. Further information.**

Surrey Adult Learning has 850 courses with learners attending during the day, evening and at weekends be that face to face or remote learning. All courses have at least 5 learners and in total there are 350 tutors teaching. The provision has to be clear of its intent, implementation, and impact or why a course is running, how it is being taught and where the learner progresses to next or how the learners intends to use their new-found knowledge.

The national policy and strategic direction are pushing adult learning into how it is providing more economic benefit to its locality as well as community and health and wellbeing benefits. The recovery from the covid pandemic and the employer demand for skills is the primary focus. This is clearly a tension for Surrey Adult Learning and suggest a transformation of our provision over and above what is already provided by our competitors at the 4 FE Colleges and throughout the charity community.

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**ANNEX 5 – Minutes of an oral evidence session with Tim Oliver, Leader of the Council; Denise Turner-Stewart, then Cabinet Member for Education and Learning; Dawn Redpath, Director for Economy and Growth; Jane Edwards, then Assistant Director for Education; Francis Lawlor, Principal of Surrey Adult Learning, on 3 May 2022**

**Adult Learning & Skills Task Group – Surrey County Council Oral Evidence Session 1**

1.30pm on Tuesday, 3 May 2022

**In Attendance:**

Chris Townsend (Task Group Lead)

Jonathan Essex

Fiona White

Catherine Baart

Jeremy Webster

**Witnesses:**

Tim Oliver, Leader of the Council

Denise Turner-Stewart, Cabinet Member for Education and Learning

Dawn Redpath, Director – Economy and Growth

Jane Winterbone, Assistant Director – Education

Francis Lawlor, Principal – Adult Learning

**Key points raised in the discussion:**

1. The Leader acknowledged that both the Council and the county more generally were facing issues around skills shortages. The Council was seeking to improve its offer to employees to access further learning and training, and to consequently improve retention of employees. This work would translate into an adult's academy, in conjunction with health partners. The Leader explained that the Council could work closely with the further education sector and local enterprise partnerships to identify skills gaps and the work to address such gaps. The Leader emphasised the importance of adult learning provision in the context of refugees, especially English language classes. Those who had taken early retirement and incentivising them to return to work was a resource worth using. The Leader explained that more work needed to be done to reach out to those with learning disabilities to utilise their skills in employment.
2. The Cabinet Member added that there was pressure on the Council to not only provide classes to aid wellbeing and to combat loneliness, but to also provide provision to help with training, education and skills to satisfy the demands of the labour market. The relationships were well developed with schools and the education

sector, but there were tensions with those relationships. New working styles had overcome some of the barriers that the county was facing, such as congestion. The Cabinet Member explained that the Council needed to be resourcing appropriately, without a reliance on the income generated by the provision.

3. The Principal explained that the Council had experienced three stages of generations in the space of two years. Prior to the pandemic, adult learning was a service led by demand rather than need. During the pandemic, there was a decrease of participation from 11,000 to approximately 5,000 and following the pandemic, this has increased to approximately 7,500. The Principal noted that 55% of the learners were over the age of 55. The Council offered provision for those who have no skills or limited skills whereby participants gain qualifications, and the average age of those participants was around 30 to 45. The Council also offered provision for those undertaking a hobby to maintain or improve their wellbeing and seek social interaction. The Principal noted that there was a difference between adult learning and adult skills. One third of provision was currently remote, with two thirds taking place face-to-face. It was noted that there was a tension between collaboration and competition between providers. The service was awaiting an Ofsted inspection.
4. The Assistant Director added that adult learning had to make a significant contribution to the Levelling Up agenda, such as identifying the groups of people that the service needed to be reaching. Some of the skills gaps in the county were not related to the adult learning service.
5. The Director explained that Surrey had a highly skilled population, with 53.4% of working age population trained to level 4 or above, compared to the national average of 43%. Surrey only had 4.4% of the population with no skills, compared to 6.4% nationally. It was important to consider how adult learning could provide an opportunity for those not engaged with the system, to get engaged with the system. A whole system approach was essential.
6. A Member asked about the geographic provision of adult learning across Surrey, the funding of the provision, and working with other partners. The Assistant Director clarified that the Council's adult learning was provided in certain geographical areas. The service had been reaching out to providers that could be viewed as 'competitors', as it was necessary to work together to provide a joined-up, strategic approach to meet the needs of the county's learners and provide the best offer. The Principal explained that in 2008 – 2010 half of the centres were closed down and seven remained open in the west and the north of the county. The Council gave £1 million of funding from the DfE to East Surrey College. The Council's adult learning service now operated in around half of the county and received £2.75 million from the DfE and the Education and Skills Funding Agency, and £120,000 from the Greater London Authority. Surrey adult learning provision generated an income of approximately £1.5 million, pre-pandemic this figure was approximately £2.1 million. The adult education budget was an amalgamation of 12 different budgets and the name was expected to be changed to the national skills fund. There was a drive from the DfE regarding the outcomes of the budget. Demand often came from immediate need, rather than perceived need for the future and it was important to ensure that the marketing can tackle that challenge. The Chair asked whether the lack of provision by Surrey adult learning to the whole of the county would be a concern to Ofsted. The officers confirmed that this would not be the case, as the Ofsted

framework covered the quality of the Council's provision. The framework had also changed to an education inspection framework, which was why it was important to focus on developing skills.

7. A Member asked about spreading the provision to areas with those residents who may be less likely to engage with adult learning and skills provision and asked about the provision regarding family skills. The Assistant Director explained that a key part of the work had been around making links with Job Centre Plus and with schools in order to create referrals. It was noted that it was important not to lose the focus on mental wellbeing and social interaction, however, some of the provision needed to be recalibrated and it was about getting a balance between both. The Leader added that there was a conversation with the Local Enterprise Partnerships about their future involvement with skills provision as part of the Surrey Enterprise Hub, which was being created. The funding for further education colleges was retrospective, so the Council could look into loaning the money to fund a course and then have this reimbursed afterwards.
8. A Member noted that the importance of speaking to East Surrey College as part of the inquiry and queried the courses that linked to the environmental agenda provided by the Council. The Principal clarified that the funding provision to East Surrey College could be used to fund provision for residents from other counties as well, if they used their services. The Director explained that if Surrey were successful in the county deal, then the Council would have control over adult education funding for Surrey residents to be able to target it in ways discussed. A Member enquired about East Surrey's sister college, John Ruskin College. The Chair asked which area the inquiry of the Task Group should focus on. The Leader responded that an ambition would be to have a universal offer across Surrey and explained that it could make sense to add an adult learning facility within library hubs, as suggested by the Chair. Without further funding, it would be difficult to extend the current offer. A Member suggested looking at where the need was and how those people can access provision, such as looking at public transport arrangements and enquired about bursaries for those on universal credit accessing provision. The Cabinet Member noted the importance of optimising the current model and understanding the potential flexibility of this arrangement. The Assistant Director added that the Council was looking at opportunities for co-location alongside other services to become more community based.
9. A Member sought assurance around future funding arrangements and queried the model of place-based provision. The Director explained that the district and borough councils had received £1 million each over three years from UK Shared Prosperity Fund and in year three they were encouraged to focus on the skills element of that funding. The Council was bringing together officers from the district and borough councils to talk to them about opportunities to work collaboratively. The Principal clarified that there was not any funding from the European Social Fund. There was funding from the UK Shared Prosperity Fund to assist adults with a lack of numeracy skills called 'multiple' which the Council and further education colleges could access of around £4.7 million and distribute accordingly across Surrey throughout the next three years.
10. A Member asked whether there were any figures on the potential impact of training required for certain sectors in the future. The Director explained that this work was

currently underway to establish where the jobs growth was in the green economy and these skills were often embedded in other sectors. There was likely to be a disproportionate increase in the number of skilled jobs around the green automotive sector in Surrey. The provision currently offered would be mapped against the skills demands.

11. The Chair queried the model of mixed ability classes. The Principal explained that this was often an issue as a result of timetabling and the tutors' availability. If there were enough individuals of the same ability willing to do that class and the income was generated, then it would be possible to separate the abilities. The Principal noted that this highlighted a need for tutors to be trained to be able to adapt their teaching approach to different learning needs and abilities.
12. A Member asked about how barriers to participation were being addressed or could be addressed. The Director highlighted the importance of a whole system approach to ensure that referrals are being made for groups that would not usually access adult learning provision and making sure that the pathways were clear for individuals to see.
13. A Member enquired about the distinction between residential jobs and workplace jobs. The Director explained that the distinction in the data was between where you live or where you work, and it highlighted that Surrey migrates a lot of its skilled workforce into London and outside of Surrey.
14. The Chair asked about the relationships with local businesses. The Director explained that the Surrey Growth Board regularly received updates from businesses around recruitment challenges that they are facing, and it was at the centre of the government's skills white paper. The Principal added that traditionally the Council had accessed participants of adult learning from one source which was the residents themselves, however, the Council was in the top 10-15% for participation in adult learning local authority provision. The Council would like to increase participation from employers, the community and Job Centre Plus. A Member asked about the lead times for delivery of new programmes and about attracting individuals for public sector jobs. The Assistant Director explained that it was about 'buying into Surrey' and its journey. The recent Ofsted judgement would also help to recruit individuals to children's social care positions. The Director that within every sector in Surrey, employers were struggling to recruit. The Surrey Skills Leadership Forum was working on a skills improvement plan which should highlight the gaps which need to be addressed, partially in response to the government's white paper. Work had been undertaken to look at both immediate skills needs and future skills needs. A Member brought attention to the responsibility of managers and businesses' role in this work.
15. The Assistant Director shared that 17% of the population aged 19 did not have a level two qualification, which was similar to the national average. This figure had been fairly constant for the last five years. The work around this was linked to the work with the NEET cohort and SEND cohort. This included inviting individuals in who required a level two qualification as part of their apprenticeship.
16. A Member asked whether there was demographic data of the participants of Surrey adult learning and noted the context of the cost of living crisis. The Principal explained that this data was available for everything except income.

## **ANNEX 6 – Written submission from Jayne Dickinson, Chief Executive of Orbital South Colleges, dated 18 May 2022**

### **East Surrey College**

- **The benefits of participating in adult learning and skills**
- Skills acquisition – upskilling, reskilling
- Confidence building, employment skills
- Social engagement
- Leisure and well-being
- Promotes community engagement, encourages volunteering
- New start – taster courses, Pre-apprenticeship orientation opportunities
- Legislative updates to sustain employment
- **The current and anticipated economic and social needs of Surrey's residents and communities (in the context of adult learning and skills)**
- DWP/JCP Youth Hubs – supporting 18-24s not in work or in low paid work to upskill and reskill as well as develop skills relevant to accessing employment (eg English, maths, employability)
- As cost of living rises, more residents require higher level skills to access higher paid employment
- More working from home requires good IT skills, time management
- Green tech revolution – plenty of opportunities in new jobs emerging
- Many sectors have serious skills shortages – skills acquisition helps move people into jobs
- Pandemic and lockdowns have resulted in isolation, decrease in social skills but also raised interest in new hobbies, interests – appetite for more knowledge
- **The skills required of the workforce to deliver relevant environmental commitments**
- Green tech skills across the whole range – opening up new employment/career routes
- Digital and key skills – still essential
- **The groups who currently participate in adult learning and skills and the groups who stand to benefit the most from participating in adult learning and skills**
- Those with MH needs; those with disabilities
- Those who live alone and have struggled with the pandemic/isolation
- Those with low level skills who are stuck in low level employment or are unemployed
- All those with an interest in furthering education and a thirst for knowledge
- Asylum seekers/those new to the country
- **The barriers to participating in adult learning and skills**
- Cost of course and travel to course
- Lack of knowledge of funding opportunities
- Location of provider
- Online delivery may or may not suit all
- Lack of IT if delivered online
- Family or work commitments – including respite requirements in order to attend course

**• Current policy and provision in Surrey, including that of Surrey Adult Learning (Surrey County Council), employers and the private and third sectors**

- For context: East Surrey College (Orbital South Colleges group) is a further education provider based in Redhill but with a reach across east and mid Surrey (as well as into south London, Sussex and parts of Kent). A substantial and ever-growing number of Adult learning and skills courses are offered under: AEB, ACL, NSF funding; full cost and also funding through government initiatives: eg Bootcamps; Academies programmes. Adults attend Full time, Part time, daytime, evening and weekends across the whole year. Our courses can also be responsive in-year due to demand.
- Subjects covered include a typical FE range but with specialisms in Creative, Media, Digital, Construction, Green tech, Engineering, Motor Vehicle, ESOL, English, Maths, IT, Accounting, Counselling, Nursing, Employability skills, MFL.
- We are also a major Apprenticeship provider.

**• Good practice regarding adult learning and skills. You are invited to provide information in relation to as many of those areas as are relevant to your expertise/the work of your organisation and any**

- For many years, we have delivered a Pre-Access programme for those looking to enter healthcare professions but without the Study, English or Maths skills to progress to HE. This has benefited huge numbers and is popular with our many healthcare providers who work with us closely on course content and on their recruitment strategies.
- Our colleges are open all year and in the evenings plus Saturdays enabling more adults to access courses.
- We work with hundreds of employers as well as DWP/JCP supporting adults to access work via our Careers Advisers and Employer Services teams.
- We work with a range of organisations and individuals to ensure refugees/asylum seekers can access our quality ESOL provision and related skills areas – we are out in the community and have outreach provision across the areas we cover.

## **ANNEX 7 – Written submission on family centres from Matt Ansell, SCC Director for Family Resilience and Safeguarding, dated 15 July 2022**

### **Response re CFLLC Adult Learning and Skills provision in Surrey task and finish group**

#### **Family Centres**

**June 2022**

*On 3 March 2022, Surrey County Council's Children, Families, Lifelong Learning and Culture Select Committee established a task and finish group, which I am chairing, to inquire into adult learning and skills provision in Surrey in order to identify how it could be improved to support the economic and social needs of our residents and the delivery of relevant climate commitments.*

Family Centres in Surrey support families with children 0 – 11 years who have been identified as needing a multi-agency co-ordinated offer of support for the whole family. An early help assessment is completed to identify the specific needs of children, young people and their families. This may include for example support with preparing for or accessing employment and/or improving communication and basic skills.

Families are signposted or supported to access courses for Maths or English as well as English as an additional language. These are offered by local colleges for example Brooklands and East Surrey College, Surrey Adult Learning, Surrey Lifelong Learning, Surrey ethnic minority Forum in Tadworth and Elmbridge Can for refugees.

Surrey Adult Learning's Family Learning team offer a broad range of free workshops and short courses including parenting skills, managing child's anxiety, building children's self-esteem and resilience, understanding child behaviour, healthy eating/cookery, English as an additional language and maths. Courses are designed to develop the knowledge and skills of the parent, grandparent or carer so they can be more active in the support of their children's learning and development and to understand the impact of that support. The Surrey Adult Learning (SAL) Family Learning courses aim to raise the aspirations of and provide support to all families in need in line with local and national agendas as well as impacting positively on child attainment, behaviours, school attendance and increase family resilience. The impact of course attendance is measured through successful outcomes such as increased knowledge and skills, changed behaviours and improved confidence. At the end of their course learners can progress to other SAL courses including maths or English courses leading to qualifications, other training or work/volunteering.

Working with Family Centres is one of the methods that SAL uses to engage with priority families in higher needs wards. SAL's Family Learning courses are regularly promoted in the Family Centre bulletin by the Family Centre advisors. Prior to the Covid-19 pandemic all courses were taught face to face but were moved to live online courses during lockdown. Currently courses remain predominantly online with a gradual return to face to face as partners including Family Centres can provide classroom space.

Other courses offered include WEA 'Managing stress and anxiety in children', 'Encouraging positive behaviour in SEND children' and they offer First aid for children and babies.

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**ANNEX 8 – Written submission from Francis Lawlor, Principal of Surrey Adult Learning, and Matt Furniss, Cabinet Member for Transport, Infrastructure and Growth, dated 29 November 2022**

**Adult Learning and Skills- Task and Finish Group**

**Introduction**

There are two sections to this written submission. Firstly, a more general analysis of skills and any recent development for Surrey and secondly, a more specific response for Surrey Adult Learning.

**Surrey - Economic Perspective**

**1) The benefits of participating in adult learning and skills**

There is a very wide range of benefits associated with participating in adult learning and skills for an individual. These go beyond just the benefits in terms of economic productivity but can also lead to improved outcomes in terms of health and wellbeing and social and community outcomes. However, it should also be remembered that not all benefits will be achieved by each individual and that the impact of adult learning on their life and livelihood will be determined by a whole range of other factors that the learning provision is unable to impact on by itself.

Some of the benefits of participating can include:

- Skills acquisition can help individuals access or retain a job or help them with career progression
- An opportunity to retrain and move into careers where there is greater demand in their local area, i.e., to be more adaptable to the needs of the local economy
- Increased earnings
- Raising aspirations (which can have an impact on those around them in their network)
- Productivity gains (from an employer perspective)
- Increased job satisfaction
- Improved physical health – studies have shown adult learning to be linked with smoking cessation, amount of exercise taken, life satisfaction, better nutrition and lower risk of heart disease
- Improved mental health by fostering a sense of identity, purpose, wellbeing and improved life satisfaction. Developing new skills can boost self-esteem and self-confidence
- Adults who engage in learning themselves are more likely to engage in their children's education so there are potential intergenerational benefits too
- Improved social capital, social cohesion and integration
- Greater connection to the local community, potentially leading to greater civic participation and democratic involvement
- Reduction in re-offending rates

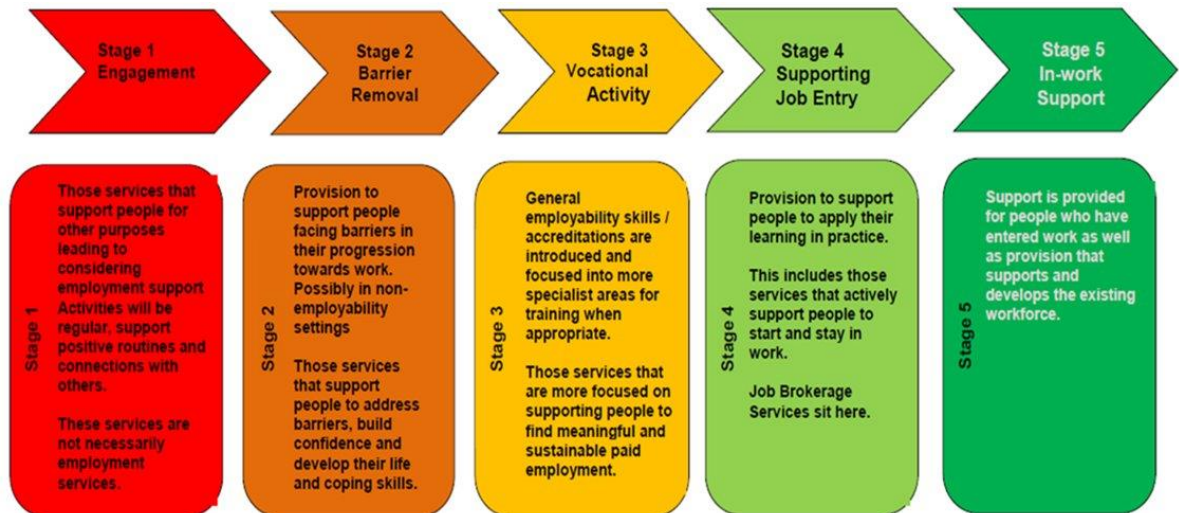
It is worth remembering that the benefits achieved through lifelong learning or even one-off adult skills provision is directly in relation to the quality and nature of the learning and how well it is tailored to the needs of the individual receiving it.

**2) The current and anticipated economic and social needs of Surrey's residents and communities (in the context of adult learning and skills)**

Before setting out the current and anticipated economic and social need of Surrey's residents, it is worth setting out that we need to think about adult learning in terms of the wider employment pipeline (below). Of course it is understandable that any provision is driven by where the demand sits and where the funding is coming from. However, if we are to move to a position of developing a well-

rounded, aligned skills system in Surrey that supports people through all stages of the pipeline, we have to consider how we move away by being driven by reactive funding needs to taking a wider perspective of what provision is best suited at each stage to help deliver the pipeline of skilled workers who can move into work and can remain and develop within their jobs. Aligned with this, consideration also needs to be given to two other factors; 1) how any provision interfaces with the world of employment, matching employer needs where required and 2) how well it is linked into other sources of referrals and support networks so that we can be confident we are accessing and supporting the individuals who need it the most.

3)



In terms of the economic context, Surrey has a higher-than-average rate for its population to be qualified at NVQ4 and above; 54.4% as compared to 45.2% for the South East and 43.6% for Great Britain. Unsurprisingly then it also has a lower rate of residents with no qualifications – 4.3% as compared to 5.0% for the South East and 6.6% for Great Britain. Earnings by place of residence is significantly higher (over 20%) than the GB average but it also needs to be recognised that the cost of living is significantly higher in Surrey than elsewhere too.

We also know that over 63% of those employed in Surrey come from the top three Standard Occupation levels (Managers, Directors and Senior Officers, Professional and Associate Professionals and Technical occupations). Surrey has experienced a mismatch as residential jobs for this skill level rose by 20,000 yet there was only an increase of 3,000 for workplace jobs. This suggests that the county is potentially losing high-skilled local workers due to not having enough Professional Occupation vacancies. This may be due to an organic decline in opportunities in the county but could also be a result of a high level of unfilled vacancies.

When we look at this in employment terms, 81.6% of Surrey's working age population are economically active, with only 2.1% claiming Universal Credit, lower than the South East rate of 2.9% and national rate of 3.6%. In the past 12 months, there have been 202,413 unique job postings for jobs based in Surrey with the most sought-after occupations (from an employer perspective) being:

- Care workers and Home Carers
- Nurses
- Administrative roles
- Sales
- Programmers and software developers

Meanwhile, only 17.2% (26,600) of those economically inactive want to work (i.e., are not in education or retired etc). Therefore, there is clearly a wide gap between the needs of employers in

terms of job opportunities and the market available to them locally. However, as set out earlier, ultimately we must consider how adult learning provision in Surrey needs to be set up to meet these needs and how that works alongside the existing, and ever evolving, offer available from Further Education Colleges, Higher Education Institutions and Independent Training Providers. When we consider the current skills landscape in Surrey, much of the provision sits at Stages 3 and 4 of the 5-stage employment pipeline model (above), which is primarily focused on supporting those who are able and willing to take up opportunities for training and learning before moving into paid employment. A question to put onto this inquiry is whether that is where adult learning is best placed to support or whether instead it could have a greater role in Stages 1 and particularly stage 2, reducing and removing barriers to education and working on more basic skills such as confidence building, general employability and basic skills such as English and Maths (recognising that the Multiply programme will provide an opportunity for adult education to help improve adult numeracy levels). Whilst Surrey is, overall, an affluent and highly skilled county, there are pockets of deprivation across the region where the fundamentals of supporting people into training and learning need to be addressed before a vocational routeway can even be considered.

#### **4) The skills required of the workforce to deliver relevant environmental commitments**

This is a difficult area to be confident regarding specifics, primarily because the latent demand is yet to translate to job numbers as many organisations do not have the right level of awareness or understanding of their green skills requirements and the implications on the economy and environment. It is also widely accepted that most areas of the economy will develop a 'green' element to them, even if they are not widely seen as specifically green roles.

However, we can look to some projections around the number of jobs required and to data regarding the provision that is available to match this demand. Surrey is projected to have 15,400 Low Carbon and Renewable Energy Economy (LCREE) jobs by 2030, and this is expected to rise 82% by 2050 to 28,000 jobs. The majority of this growth is anticipated across three sectors including:

- Low-carbon electricity (89% growth)
- Low emission vehicles & infrastructure (144% growth)
- Low-carbon heat (50% growth)
- Low-carbon services sector (181% growth)

Some initial data analysis, completed by Shared Intelligence, has also explored the potential within the construction sector as the sector with the highest absolute growth. Surrey's construction industry has an uneven distribution of employment by higher-paid and higher-skilled sub sectors such as Architects and Civil Engineers which require accredited degrees equivalent to NVQ level 6 and above. Demand in the short to medium term, as environmental targets in the built environment are realised means that there is a need for more skilled construction workers within the county to deliver on retrofit and modern methods of construction. It is therefore unlikely that adult skills provision, in its current shape, will meet these kinds of demands.

On a geographical level, Surrey Heath, Woking and Guildford are anticipated to have the highest number of LCREE jobs within the county, with Surrey Heath projected to experience a 92% increase in LCREE jobs between 2030 and 2050.

When we then consider the provision available to meet this demand, according to an Education and Training Foundation (ETF) survey, less than 1% of college courses available to students in the UK are focused on embedding green skills, climate emergence or carbon literacy. Current and projected shortages of STEM skills may also act as a barrier to green growth as low carbon sectors will need to compete for STEM graduates with other industries for their workforce.

## 5) The barriers to participating in adult learning and skills

As with the benefits of adult learning, there are many complex factors at play when it comes to participation in adult learning and skills, few of which are Surrey specific. These factors can include:

- Self-confidence and belief. Moving back into a learning environment, potentially for the first time in a long time, can be a daunting task and will mean exposing yourself to the opportunity for failure, which is an uncomfortable position to be in.
- Lack of basic skills, such as oracy and numeracy to even start participation (or feel participation can be started) at the lowest level
- Time and/or flexibility. A number of potential adult learners are already in-work, potentially even with multiple jobs, so creating time can be difficult. In Surrey, as of October 2022, we know there are 15,505 Universal Credit claimants; whilst many of these will be unemployed, a significant amount are likely to be in work already but with little available time to completely develop new skills
- Caring requirements – As above, life commitments can have a limiting effect on the amount of time an individual can give up to learning new skills
- Financial – Whilst there is a wide range of provision that is free, there are other costs which need to be factored in, such as travel, childcare, opportunity costs of not working etc.
- Travel and transport – Surrey Adult Learning is delivered from a range of sites covering a large span of the county but there are gaps meaning it can be difficult for some learners to attend courses in person, especially if reliant on public transport
- Digital exclusion to access information about the opportunities of adult learning in the first place as well as being able to learn through remote learning opportunities

## 6) Current policy and provision in Surrey, including that of Surrey Adult Learning (Surrey County Council), employers and the private and third sectors

This will be better outlined by those directly delivering the provision. However, from an Economic Growth perspective, what we can say is that through the work of the Surrey Skills Leadership Forum on behalf of the One Surrey Growth Board, SCC has developed a [Surrey Skills Plan](#) (SSP), which in turns becomes an integral part of a Local Skills Improvement Plan (LSIP). ~~to~~ create an action plan to support the delivery of an employer-led skills system, where provision is matched to the existing and future needs of employers within a common geographic area. Following the model of the Surrey Skills Plan, this will enable provision to be much more adaptable and flexible to suit the needs of employers and to support economic growth across the county.

As part of the development of the SSP, commissioned research has taken place to assess the existing level of provision within Surrey and how well matched that is to employers needs, both in the short and longer term. This has enabled us to explore how the development of both the SSP and LSIP can ensure that provision, including that of adult learning and skills, is tied directly into the economic needs of the county and is creating a talent pipeline for the future.

If we move this question onto future policy and provision in Surrey, there will be opportunities for skills provision to be shaped quite differently under potential devolution opportunities. This will allow SCC to have greater control over use of funding and commissioning of services to meet the requirements of its specific economy. There are also wholesale changes proposed for the skills landscape, including the introduction of a Lifelong Learning Loan allowance, which could help to remove one of the significant barriers faced by potential adult learners; financing their own skills provision. As outlined above, we feel in order to enable Surrey residents to engage with adult learning, there must be an adequate balanced between delivering courses with qualifications and provision that is aimed at the earlier stages of pre-employment support.

## **CFL – Surrey Adult Learning**

We welcome scrutiny into how adult learning and skills in Surrey is meeting local strategic and operational education, economic, health and wellbeing, community and skills needs. That in itself sets out the complexity of the adult learning provision and the many diverse needs it is expected to meet. The age range is 19 plus with many different types of learners wanting different outcomes such as

- learners of working age with low or no qualifications wanting to gain a GCSE in English and/or maths to improve their employment prospects;
- learners wanting to learn English (ESOL) as a second language;
- supported learners requiring learning assistants who attend a class two hours a week for 10 weeks to develop their cognitive skills and self-confidence;
- learners on a family learning programme who want to improve their parental skills to assist their children's behaviour and achievements;
- learners of any age wanting classes that improve their leisure and pleasure activities and their sense of belonging and achievement within a group such as pottery, painting, sewing, pilates and a modern foreign language.

The funding for adult learning comes from the Adult Education Budget (AEB) allocated and managed by the Education & Skills Funding Agency (ESFA); an arms-length organisation under the Department for Education. Surrey Adult Learning within the Children, Family and Lifelong Learning directorate receives £2.75m AEB per annum. The four FE Colleges across Surrey also receive AEB funding.

AEB has two primary funding elements. The first is termed adult skills which is for accredited learning that aims to successfully provide a qualification from an awarding body and is funded through a formula. The second is called community learning which is for non-accredited provision that is funded according to the cost of teaching and learning. Surrey Adult Learning (SAL) agrees the AEB split of the two with the ESFA; for SAL it is 75:25 in favour of community learning and is different for every local authority and FE College throughout the country. For many it is nearer 50:50 or in favour of adult skills.

We have considered the factors for consideration in light of the questions asked for the adult learning enquiry.

### **1. The benefits of participating in adult learning and skills**

The benefits include

- A friendly bespoke local environment to learn and teach.
- A stronger sense of community and belonging with the targeting of underrepresented groups such as the low and no skilled residents.
- There is an increased access to learning. Adult learning is for many the initial start to a learning pathway and has the perception of a more relaxed learner focussed environment that encourages participation from less qualified adults.
- Tutors and support staff that can be learner centric and change the teaching and learning to meet specific classroom needs
- Learning in a relatively small group that encourages group dynamics and facilitates peer review and collaboration. Many learners return year on year.
- High achievement rates that are above the national average when compared to other types of provision such as apprenticeships and level 3 and above courses.
- The outcomes are met and learners and tutors understand the reasons for starting on a course. Outcomes include learning progression from one level or stage to another; better employment prospects for finding a new job or sustaining an existing role; stronger social confidence within local communities; less isolation and loneliness (a prominent factor

during the covid pandemic); parents assisting children with their education and training and learners re-skilling and upskilling to meet local employer needs.

- SAL has a good OFSTED grade which encourages learners to learn.
- Reduces isolation and promotes health and wellbeing
- Online adult learning means learning is not disrupted when learners travel

## **2. The current and anticipated economic and social needs of Surrey's residents and communities (in the context of adult learning and skills)**

- SAL has historically accessed learners from marketing and communicating with individuals across Surrey who want to participate in adult learning. Many are continuous learners who progress year on year and originally started from a neighbour's or relative's recommendation. The largest age group is 60-69 and the smallest is 19-24. More learners are studying a modern foreign language and arts and crafts than any other subject area. The outcomes are dominated by community learning and health and wellbeing strategic priorities and less so for skills needs. It could be argued that the skills needs are being met by the local FE Colleges and training providers. Jobcentre plus and the DWP believe needs of their claimants for more training are being met by their own training programme (Refresh) and by local Colleges and national providers. To back this up, the local LEPs and the Chamber of Commerce believe level 3 and below shortages are almost non-existent. SAL are working with the SCC Health and Wellbeing Board (Helen Johnson) and the Communities team (Jane Last) to target our provision on disadvantaged areas such as Spelthorne and Sheerwater in a coordinated person- centred approach.
- SAL benefits from having seven centres across the west and north of Surrey that solely deliver adult learning. They have existed for generations and are part of the fabric of their local community. Before the covid pandemic 11,000 learners were learning at one of the sites and in 2021/22 the forecast is 7,500 learners will access SAL provision which compares very favourably with other national and regional local authorities and will put SAL comfortably in the top of quartile of local authorities for participation. On the other hand, all 11,000 pre covid learners were taught face to face and we anticipate our delivery of learning in 2021/22 and for the future to be two thirds face to face and a third remote learning. This has come about from a combination of learner and tutor demand.
- Nationally, the DfE skills for jobs white paper, the Post 16 Skills Bill and the levelling up bill concentrate on how any adult learning can support the skills needs of any locality first and foremost. OFSTED rigorously analyse how any adult learning is supporting local skills needs. There is a clear tension to a holistic approach that gives equity to economic, social, and environmental needs when deciding on adult provision.
- There is a DfE newly proposed adult education funding model that will replace the Adult Education Budget with a National Skills Fund. The proposal is to focus on three clear outcomes – jobs, further education and training and progression for learners with learning difficulties. It is perceived as a substantial existential issue for any existing community learning provision that has social or health and wellbeing outcomes. A firm decision is expected in the New Year although it is consistently delayed or deferred. Robert Halfon, the recently appointed Skills Minister, is a national supporter of community learning and its holistic benefits to our more disadvantaged learners.

## **3. The skills required of the workforce to deliver relevant environmental commitments**

- The skills relate to the basic qualifications and the need to ensure all can have the opportunity to access a job. This means ensuring everybody has an English and maths GCSE so that literacy and numeracy is at a level to access a sustainable job. In the future it will require essential digital skills qualifications (EDSQ).

- There are no specific courses or qualifications in adult learning that target the green agenda or meet environmental employer needs.
- We are working with the economic development team to consider changes to our curriculum for the next academic year and beyond.
- SAL has introduced a reuse and recycle policy that repairs and uses our existing equipment.

#### **4. The groups who currently participate in adult learning and skills and the groups who stand to benefit the most from participating in adult learning and skills**

- The primary groups who participate in adult learning are females over the age of 50 and the largest age group is 60-69
- 90% of our learners are on community learning curriculum courses that are non-accredited
- The outcomes for most learners meet a health and wellbeing and community vision set of priorities such as improved social confidence, more interactive with their local community after meeting other learners on the course, less isolation and more interactive discussions with fellow learners, many develop new long-standing friendships and learn a new skill or activity.
- The ethnic minority participation levels match the overall surrey population
- All adult learning providers would like to attract more learners aged 19-40 of working age from disadvantaged areas who are seeking to improve their pay or reskill or upskill to stay employable in the future.
- The participation strategy for adult learning is to attract more learners through local employers and communities and to take the learning to the employer and community as well as the learner attending one of the SAL seven sites. In SAL, we generate leads for adult learning from one primary source which is the individual or resident and we are historically very good at it. In other local authorities the need from employers, jobcentre plus and communities seeks out local authority provision and that is not currently the case in Surrey.

#### **5. The barriers to participating in adult learning and skills**

The primary barriers are:

- Potential learners do not believe there will be any economic or social benefit from learning particularly younger working age individuals. Employers are not willing to give time off and learners do not see any immediate earning increases. Despite extensive marketing and communication, the adult population is unsure of adult learning and treats it with a level of trepidation particularly if they have had a poor experience at school. We overcome this through a far more relaxed atmosphere that is providing learning for mature adults not children.
- Learners and employers are not routinely anticipating future skills needs only the needs of the immediate present. Residents with low qualifications are finding relatively well paid roles.
- The covid pandemic has still made adult learners and tutors more apprehensive of face to face classrooms that will take time to alleviate. It is still not fully removed. We are undertaking an adult survey to evidence why residents have not come back to adult learning.
- Finding new tutors for English and maths GCSEs is a national, regional and local struggle.
- There are no barriers concerning cost, despite the cost of living crisis, although many learners want easy access to parking, better public transport to our seven

sites and have a high expectation of the quality and up to date status of our equipment and technology. We are introducing new white boards in the classroom and better equipment for the arts and crafts curriculum areas

- SAL has an annual staff and learner survey and recently conducted a community survey through the Surrey County Council business intelligence team and these barriers were reinforced. Outcomes of the latest learner survey are described further on in the report.
- To overcome them Surrey Adult Learning must work in collaboration with all local education and training suppliers to offer a curriculum that meets all need. The Surrey Skills Leadership Forum is a worthwhile new introduction to the network structure of the county so that demand for learning can be stimulated from all sources and met by local supply. There is a constant tension between collaboration and competition amongst post 16 providers although all recognise that collaboration has to be stronger across the post 16 sector.

## **6. Current policy and provision in Surrey, including that of Surrey Adult Learning (Surrey County Council), employers and the private and third sectors.**

The national and local policy is driven by the skills for jobs white paper, the post 16 Skills Bill progressing through the Houses of Parliament and the Levelling Up white paper. They stress the imperative for learning to help achieve sustainable employment for all including individuals with no or low qualifications or with outdated skills and experience.

We have in other sections set out learner participation and achievement, compared it to other local authorities and past years.

The strategic vision of Surrey Adult Learning is to change people's lives through inclusive, inspirational adult learning.

- Individuals will be inspired to learn
- Employers will value learning and engage in shaping adult education
- Communities will encourage the benefits of learning
- We will deliver world class learning

The mission is to promote learning pathways that enable all learners to achieve their career aspirations and fulfil their potential with values that project passion and high achievement, high standards and quality, inclusivity and fairness and flexibility and responsiveness. The goal is to meet local economic, skills and community strategic priorities whilst maximising fee income. There are six priorities

- i. Learners – promote a learner first culture in our decision making.
- ii. Staff – develop a workforce that delivers excellence.
- iii. Stakeholders – innovate the curriculum and delivery through partnerships and collaboration.
- iv. Provision – maintain a digitally enhanced environment for teaching and learning.
- v. Finance – become financially resilient to provide long term financial stability
- vi. Reputation – deliver excellence in performance and be responsive, agile and flexible.

Our objectives are to ensure the value of adult education is recognised and celebrated by all; residents access learning as a pathway to achieve their ambitions and employers influence adult education and skills provision to find the skills they need. The expected outcomes are supporting communities to participate in society and combat isolation; supporting learners to gain skills for the future with a curriculum offer that enables learners to meet employer skills gaps and support communities to enrich lives and explore creative learning opportunities.



It will deliver more jobs and pay; progression into further learning and improved social confidence from adult learning; more employer engagement in influencing the curriculum offer; more learners influencing the extent of remote and distant learning and then equip adults with the skills to collaborate, compete and connect in ways that drive their lives and their local community or society.

### **7. Good practice regarding adult learning and skills.**

This is hard to ascertain. SAL has a good OFSTED grade and so do the four local FE Colleges. SAL's adult skills provision for GCSE qualifications and functional skills for English and maths have achievement rates substantially above the national average and in the top quartile of all national providers. Many LA adult providers are more integrated into strategic skills bodies such as LEP skills subgroups or Local Skills Improvement Partnerships which should more clearly and cogently set out the local skills needs.

HOLEX is a national local authority body that represents adult learning in discussion with the DfE and the ESFA on policy changes that especially relate to any proposed funding changes. SAL are part of a local authority network that is led by the DfE on the impact of any policy changes on adult learning.

In the last few months, the local FE Colleges are more willing to explore adult learning collaboration on how we can be more prepared for the needs of our communities up to 2030 and any obvious gaps in our curriculum offer and planning.

### **8. Further information.**

Surrey Adult Learning has 850 courses with learners attending during the day, evening and at weekends be that face to face or remote learning. All courses have at least 5 learners and in total there are 350 tutors teaching. The provision has to be clear of its intent, implementation, and impact or why a course is running, how it is being taught and where the learner progresses to next or how the learners intends to use their new-found knowledge.

The national policy and strategic direction are pushing adult learning into how it is providing more economic benefit to its locality as well as community and health and wellbeing benefits. The recovery from the covid pandemic and the employer demand for skills is the primary focus. This is clearly a tension for Surrey Adult Learning and suggest a transformation of our provision over and above what is already provided by our competitors at the 4 FE Colleges and throughout the charity community.

## Further questions on adult learning

1. An up-to-date table showing a breakdown of 2022/23 grant funding by ESFA/GLA and by community learning v adult skills;

### Grants

Table 1 External Grants 2022/23

	(£)	(£)	(£)
2022/23 (AY)	ESFA	GLA	Total
Community Learning	2,151,028	91,080	2,242,108
Adult Skills	597,582	22,435	620,017
<b>AEB Total</b>	<b>2,748,610</b>	<b>113,515</b>	<b>2,862,125</b>
<b>Grant total</b>	<b>2,748,610</b>	<b>113,515</b>	<b>2,862,125</b>

Table 2 External Grants 2022/23

	(£)	(£)	(£)
2022/23 (AY)	ESFA	GLA	Total
Community Learning	2,151,028	91,080	2,242,108
Adult Skills	597,582	22,435	620,017
<b>AEB Total</b>	<b>2,748,610</b>	<b>113,515</b>	<b>2,862,125</b>

2. An up-to-date table showing the number of learners by academic year and funding model (Community Learning/Adult Skills/Commercial/Apprentices);

### Learners

Table 3 Learners by Funding Model and Academic Year

	18/19	19/20	20/21	21/22	(n) Diff	(%) Diff	(AUT-22) 22/23
Community Learning	10,227	7,660	4,693	5,397	704	15.0	3,862
Adult Skills	566	509	536	680	144	26.9	464
<b>AEB Total</b>	<b>10,688</b>	<b>8,087</b>	<b>5,165</b>	<b>5,996</b>	<b>831</b>	<b>16.1</b>	<b>4,278</b>
YoY change (%)		-24.3	-36.1	16.1			
National (FE & Skills) <sup>1</sup>	399,500	368,800	283,800	332,700	48,900	17.2	
Commercial (non-funded)	1,625	1,339	1,034	911	-123	-11.9	580
Apprenticeships	51	63	90	147	57	69.3	152
<b>Total</b>	<b>11,785</b>	<b>9,001</b>	<b>5,689</b>	<b>6,726</b>	<b>1,037</b>	<b>18.2</b>	<b>4,941</b>

<sup>1</sup> Source: Explore Education Statistics 2021/22 Further Education and Skills. Other Public Funded (i.e. LA's and HE) Adult (19+) funded further education and skills [Aug to Apr]. <https://explore-education-statistics.service.gov.uk/find-statistics/further-education-and-skills#:~:text=Adult%20further%20education%20and%20skills>

Figure 1 Learners by Academic Year

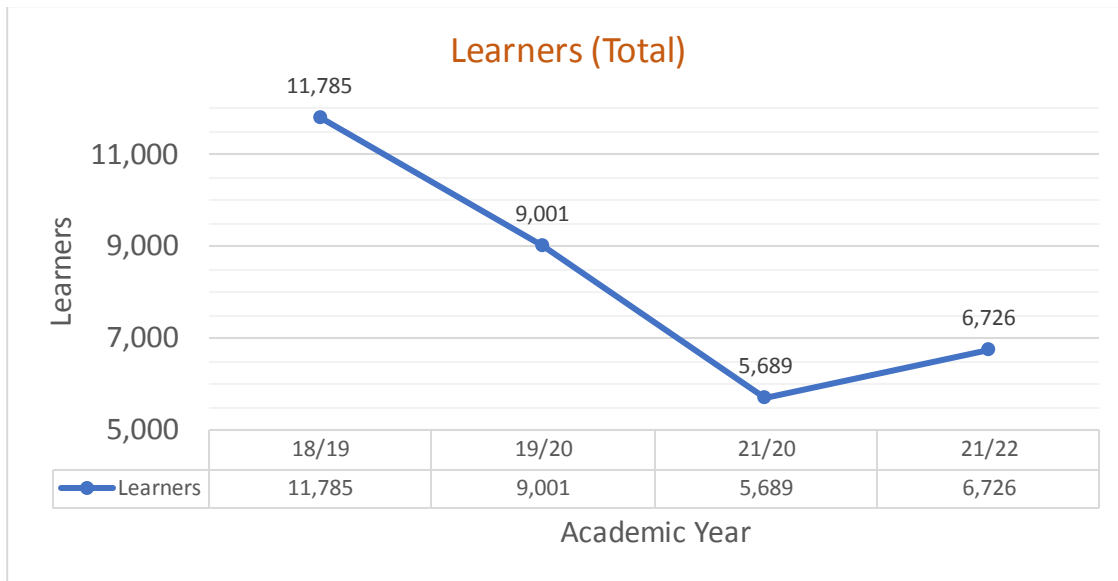


Figure 2 Learners by Funding and Academic Year

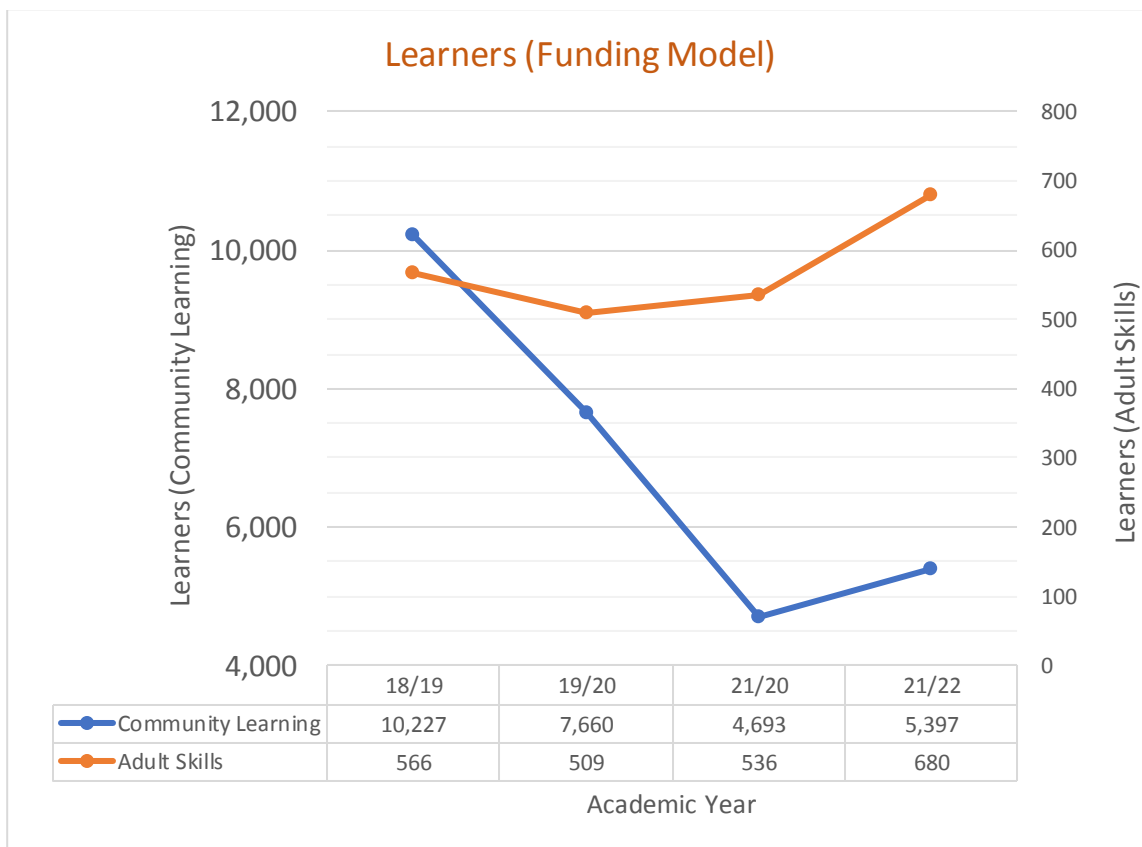
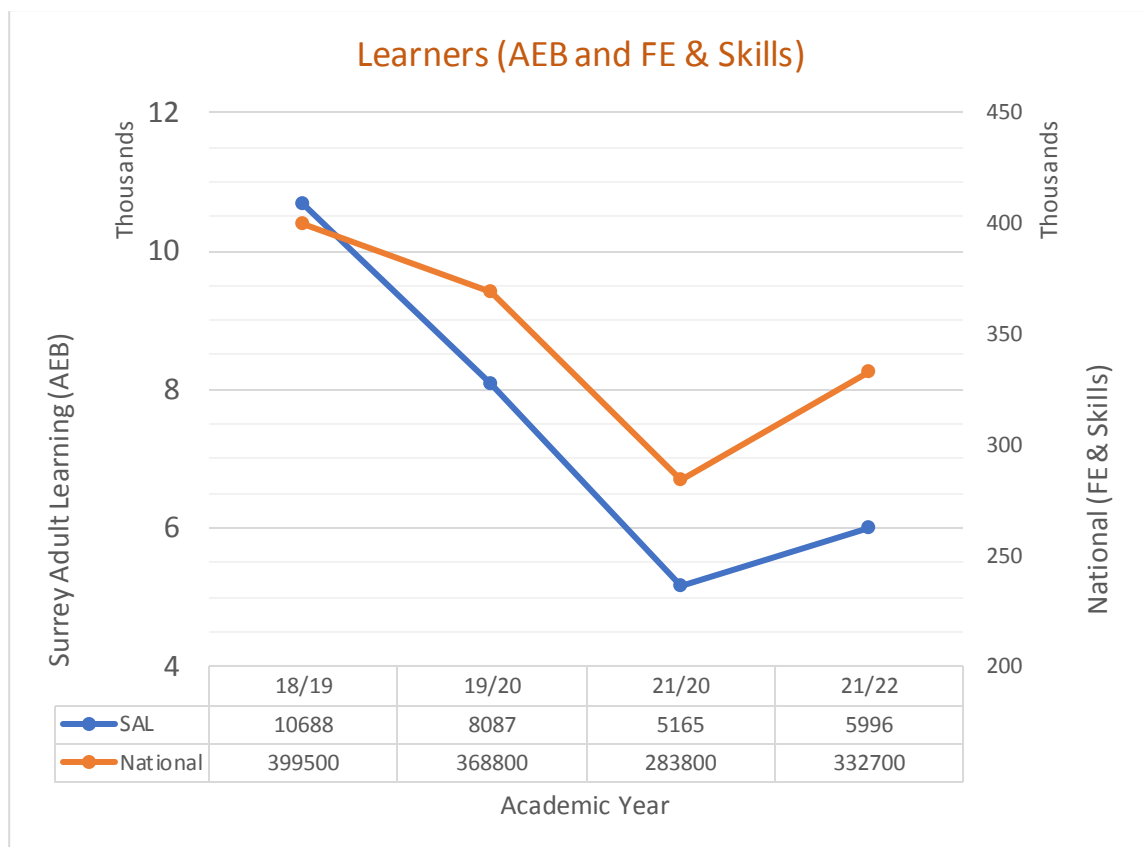


Figure 3 Learners (AEB and FE & Skills) SAL and National



- How many courses SAL delivers online / face to face / hybrid per academic year for the last few years;

## Courses

Table 4 Courses by Funding Model and Academic Year

	18/19	19/20	20/21	21/22	(AUT-22) 22/23
Community Learning	2,227	1,501	1,764	1,603	628
Adult Skills	100	89	115	105	66
<b>AEB Total</b>	<b>2,327</b>	<b>1,590</b>	<b>1,879</b>	<b>1,708</b>	<b>694</b>
Commercial (non-funded)	588	241	223	213	77
<b>Total</b>	<b>2,915</b>	<b>1,831</b>	<b>2,102</b>	<b>1,921</b>	<b>771</b>

Table 5 Courses by Funding Model, Study Mode and Academic Year

Funding Model	Study mode	18/19	19/20	20/21	21/22	(AUT-22) 22/23
Community Learning	F2F	2,227	1,489	574	971	466
	Online		12	1,190	632	162
	<b>Total</b>	<b>2,227</b>	<b>1,501</b>	<b>1,764</b>	<b>1,603</b>	<b>628</b>
	Online (%)	0.0	0.8	67.5	39.4	25.8

Adult Skills	F2F	100	89	27	40	44
	Online	0		88	65	22
	<b>Total</b>	<b>100</b>	<b>89</b>	<b>115</b>	<b>105</b>	<b>66</b>
	Online (%)	0.0	0.0	76.5	61.9	33.3
Adult Education Budget (AEB)	F2F	2,327	1,578	601	1,011	510
	Online	0	12	1,278	697	184
	<b>Total</b>	<b>2,327</b>	<b>1,590</b>	<b>1,879</b>	<b>1,708</b>	<b>694</b>
	Online (%)	0.0	0.8	68.0	40.8	26.5
Commercial (non-funded)	F2F	588	161	61	140	44
	Online	0	80	162	73	33
	<b>Total</b>	<b>588</b>	<b>241</b>	<b>223</b>	<b>213</b>	<b>77</b>
	Online (%)	0.0	33.2	72.6	34.3	42.9
Grand Total	F2F	2,915	1,739	662	1,151	554
	Online	0	92	1,440	770	217
	<b>Total</b>	<b>2,915</b>	<b>1,831</b>	<b>2,102</b>	<b>1,921</b>	<b>771</b>
	Online (%)	0.0	5.0	68.5	40.1	28.1

#### 5. The results of SAL's latest learner survey; The latest survey was in June 2022

We split the responses into three categories

What is it like to be a learner with SAL? What does SAL do well? What could SAL do to improve?

We had 500 responses from learners

In Summary,

What is it like to be a learner with SAL?

- It has enriched my life
- We are lucky to have such great centres. Learners are willing to travel
- I feel respected and included
- SAL encourages you to develop your skills
- I feel part of a community
- SAL provides an enriching and enjoyable learning experience
- Satisfying, inclusive, educational, interesting, sociable
- It has created a little haven for me and allowed me to learn new skills and make new friends

What does SAL do well?

- A strong standard of teaching in a very professional environment
- Creates a friendly learning environment
- The quality and standard of the teaching
- Classes at accessible times
- Makes you feel welcome
- It gives a chance for future development
- Allows people to learn at their own pace. Treating everyone as individuals

What could SAL do to improve?

- Improve the IT systems and website to access courses – it is too clunky (majority of the comments)
- Keep providing classes on line
- More advertising and marketing to better inform learners
- More feedback on learner progress
- More availability of an evening and at weekends
- Sometimes too much focus on paperwork
- Better parking facilities

As a result of the learner comments we have “you said, we did” posters in our seven sites.

6. The result of a meeting with Surrey’s Race Equality and Minority Achievement Service (REMA) to explore how SAL’s Outreach team can provide first step learning opportunities for the Gypsy, Roma and Traveller community, and meetings held with Surrey Choices to explore partnership working on Supported Internships – as reported in a report to the CFLLC committee in March 2021.

We have met many local community partnership groups and spoken to many internal county council departments on improving access to adult learning for local residents from deprived communities and for residents with low or no qualifications. Many residents with no qualifications are finding jobs that are relatively well paid and moving between jobs when pay increases. We have to sell the benefits of gaining new or extra skills for the long term sustainability of their employment prospects. We have found it difficult to see a direct link from our discussions into widening our participation.

## **ANNEX 9 – Minutes of an oral evidence session with Lindsay Pamphilon, Orbital South Colleges Group Principal, and Jayne Dickinson, Orbital South Colleges CEO, on 14 December 2022**

Meeting of the **ADULT LEARNING AND SKILLS TASK GROUP** held at 2.00pm on 14 December 2022 via Microsoft Teams.

### **Elected Members:**

Chris Townsend

Jeremy Webster

Jonathan Essex

Catherine Baart

### **1 EVIDENCE SESSION WITH ORBITAL SOUTH COLLEGE GROUP (EAST SURREY COLLEGE & JOHN RUSKIN COLLEGE) [Item 1]**

#### **Witnesses:**

Jayne Dickinson – Outgoing chief executive

Lindsay Pamphilon – College Principal and incoming chief executive

Can you explain the landscape you are working in – how many adult learners do you have? Do you have rival providers or does provision in East Surrey come solely from you?

The steer is very much on upskilling, reskilling and bringing people back into education and we do a lot of work with adults with high needs. Provide some leisure but a smaller amount nowadays because the funding is directed at English and Maths. ESOL is massive for ESC, we have seen a huge growth in that – have more than 100 students over the summer and were directly approached by Job Centre Plus (JCP) to run it in Guildford where it was lacking. No rival providers in our area.

How will the Local Skills Improvement Plan (LSIP) becoming statutory affect East Surrey College, will the push from Government to focus on the skills that employers need require a big transformation? What will ESC have to do for LSIP? Is this achievable? Is it desirable for the college to do this?

No big transformation because we're doing it already, we were part of its formation. We are an executive member of Surrey Chambers of Commerce. We subcontract to the WEA [voluntary sector provider of adult education, to open doors to adults, receives funding from ESFA], they are delivering under our contract in the community (mental health, childcare). We have already gained funding under the Strategic Development Fund (SDF) which comes out of the LSIP. We have an extraordinary position in Surrey where we have the money before the LSIP is produced.

Under the SDF aligned to the LSIP we will be delivering on electric vehicle technology, green tech is the main one for us and have been for a while but this funding is allowing us to move forward, we need to spend that money by the end of March. We're already upskilling staff. This equipment has to be in a central location, it can't go in every village hall. We've got more funding to invest in retrofit. John Ruskin is focusing on domestic heating so solar panels, ground source heat pumps, wind turbines, the skills needed to fit those attached to an apprenticeship.

Surrey Care Association directly input into the curriculum we deliver. Access to Nursing – numbers coming forward during Covid were enormous. We run a pre-access course for those who'd like to go into nursing but first need English and Maths GCSEs.

We've been talking to a social care provider based in Surrey and looking at whether they could write programmes that would enable some of the ESOL learners to get the skills they need to apply for healthcare assistant jobs.

How do you prepare for what skills are going to be needed?

Our teachers are practitioners. We work with about 500 employers.

We work very closely with the employer to look at what their future requirements are going to be. We've been running access to social work for many years. We'd like to collaborate more with the local authority on that. Have spoken to the adult social care team about our students getting placements with them. SCC could help recruit people onto our course and then give them jobs.

What has been the college's focus for adult learning – have you traditionally leaned more towards economic needs or social needs or an equal balance? What proportion of your provision is community learning (e.g. arts and crafts, foreign languages) versus adult skills (provides a qualification from an awarding body)?

We try to meet both needs. Art, floristry, calligraphy, MFL. Community side is also encouraging a pattern of learning. Getting level 2 allows progression onto level 3 which will increase their earning potential.

When it's provision that we don't need a really significant resource for, the WEA can be much more flexible about doing that in a community, skills like supporting someone's mental health you don't need to take technology with you, but you can't do calligraphy in that way.

How many adult learners pay for their own course and how many have it funded from the ESFA Adult Education Budget / Multiply adult numeracy funding?

Employers pay for training that would benefit their business. UK power networks in South East. We can draw down on level 3 National Skills Fund. We've got national skills funding to deliver childcare free of charge on a Saturday for adults not qualified to level 3 and then we expect them to go on and do the foundation degree, the industry desperately needs staff. Also Multiply. Also we successfully bid for boot camp funding to deliver computer aided design which has employment opportunities.

What current skills shortages are you helping to counteract – can you give specific examples?

Digital sector (everybody needs digital skills in whatever sector), engineering (embedded electronic systems), social care sector, green skill element to lots of areas, particularly construction industry.

Do you fulfil the adult skills need in the area entirely or are there any skills needs you would say are not being met by East Surrey College? Are some skills met elsewhere e.g. JobCentre Plus/DWP's Restart programme, or is there an overlap?

....

What green tech skills do you teach specifically - again please give examples - and what sort of roles are opened up to the people acquiring these skills?



Retrofit is the big one, we're working with housing associations to develop that, closely with Raven Housing.

We're greening up all our provision so if you're studying a hairdressing course for example you'll be questioning products (e.g. without palm oil/plastic packaging) and we bring in employers to answer them.

Solar panels ties in with roofers retraining.

SDF funding pays for purchasing of electric vehicles.

How do you go about targeting people who would most benefit from adult learning? How are disadvantaged areas being targeted?

It's difficult. One area of deprivation is Merstham. Merstham Hub is becoming increasingly important to us. We want to put in Multiply courses there. That's where our family learning is running. Our younger SEND students have been doing work experience there. And putting our career advisors out on social media. Partnerships. The work with JCP has been important (Good relationship with JCP, regular meetings but not familiar with Restart). WEA are present in the local communities building those relationships. We can't take large pieces of kit out so what we want to do is make sure there is the transport support network to enable adults to come to us. And mental health support that potentially that person needs.

How do you encourage and facilitate adults with SEN, and early school leavers, to come back to education?

We are funded at a very low rate to meet SEN need. LSAs are not paid well. We need an extra 16 SEN staff if we could recruit them. We have taken on a noticeably bigger number of students with high needs this last year.

Surrey Choices SEN adult internship programme.

We have three careers advisors, they advise if funding is available. It's amazing how many people don't know that if you haven't got maths and English level 2 it's free.

Some of the barriers to the unskilled participating that you listed in your submission were course costs, locations, lack of IT if online – have you managed to overcome any of these barriers and if so how?

Travel is the biggest barrier to immigrants learning. Their biggest barrier is travel and funding that would enable that travel would completely revolutionise what activities they can access. They would stop being people who just live in a hotel who don't have any relationships and don't feel part of this community. For me, education is the key to all of that.

An increasing number from Ukraine but because they can legally work in the UK they are 100% funded because they're effectively unemployed.

ESC has a very large number of Afghans, they're only 50% funded because they're still seeking asylum status

If we use the bursary to bus them here we would have run out of money in November, so we decided to take their provision to them in their hotels. But it's not ideal because it doesn't develop their travel and community skills.

They think they left learning a long time ago. The WEA take initial steps so they then think actually maybe I can learn something again e.g. learning to help in schools. Progression route for that is onto the teacher training academy.

We'd like to see people who have given up their career coming back into the workforce , and to show people they can have a higher career not just something to do while the children are young.

Rail engineering at level 2 have a guaranteed interview. Same with Wilmot Dixon after a 4/6 week course.

Re. online, predominantly we're bringing adults back because you can't beat face-to-face learning where it's possible.

One barrier is staffing, you've got to stay one step ahead. We don't have a lot of gaps, often engineering is complex.

What can SCC do to assist ESC going forward?

Help us get the word out.

Colleges well-placed to provide progression route into the care industry.

Improve transport.

## **2 NEXT STEPS [Item 2]**

Arrange evidence sessions with principals of Surrey Adult Learning and Nescot and CEO of Surrey Chambers of Commerce.

## **ANNEX 10 – Minutes of an oral evidence session with Surrey Chambers of Commerce CEO Louise Punter and Local Skills Improvement Plan Project Manager Rob Gibson, on 31 January 2023**

### **Adult Learning and Skills Task Group – Surrey Chambers of Commerce oral evidence session**

12pm on Tuesday, 31 January 2023

#### **Witnesses:**

Louise Punter, Chief Executive Officer

Rob Gibson, Local Skills Improvement Plan Project Manager

#### **Key points raised in the discussion:**

1. Louise provided an overview of Surrey Chambers of Commerce – took on designation of the Local Skills Improvement Plan. The other local Chambers do not report into the Chamber, but often affiliate with them.
2. When did work begin on Surrey's LSIP, what stage is it at and when do you expect to submit it to government? Does it involve an analysis of where Surrey's immediate and long-term skills needs lie?
  - Rob: about 18 months ago. Received a letter on 1 August 2022 to be designated, got final sign-off for the budget on 18 November 2022. Need to send government a summary list of priorities by the end of March 2023 and a full report by the end of May 2023. Draft priorities are predominantly there for colleges and providers. Covers north and mid Hampshire as well, the Enterprise M3 LEP [West Surrey] area plus the four East Surrey districts and boroughs (Coast to Capital LEP sit on our steering group and are contributing to the labour data). [The focus is on skills needs now through to three years across Surrey and North/Mid Hampshire. LSIPs will:
    - set out key priorities and changes needed to make post-16 technical education more responsive and closely aligned to local labour market needs
    - focus on the key changes and priorities that can gain traction and maximise impact
    - need to consider how skills and capabilities support Net Zero, Climate change or other environmental goals].
  - Jonathan: What's the time horizon for a provider developing a new course? How does the collaboration work/governance arrangements? Louise: Some colleges doing more of the delivery than others. Rob: LSIP is there to provide a guide to highlight priorities for change and colleges are required to respond to that. Ofsted monitor how well providers deliver on the LSIP. Louise: The priority list is due end of March so that it can go into curriculum planning for next September (2023). There have been examples of things getting up and running quicker. Rob: LSIP is looking not just at what is delivered but also how, e.g. short modular courses.

3. Which adult learning and skills providers have helped you work on the plan?
  - Louise: all FE providers within the patch have contributed. We work closely with ALPS [represents training providers in Surrey and Hampshire] – this picks up private training providers, who we’ve met on three occasions.
  - [Rob: Providers are key stakeholders in the LSIP process, however it’s important to recognise that this needs to be employer-led and an articulation of employer needs for providers to then review and consider ways to respond where needed.]
  
4. What are the main skills shortages in Surrey (a) currently and what do you think these will be (b) in the medium term and (c) long term?
  - Rob: It is still early in the process to give definitive answers to this question. Our area has an above average concentration of high skilled occupations, four in 10 residents have a degree or above. Young people in the area generally tend to overlook apprenticeships.
    - Chris: why do they not engage with apprenticeships?
    - Louise: parents (saying they should go to university). It has started to get better, when they realise the types of companies offering them. It’s lot of people to communicate the message to. Schools have been slow to present but it is now moving at pace. Rob: provider access legislation was introduced from January – schools and colleges required to give students a certain number of experiences with businesses.
  - Rob: we’ve got an online survey running for employers to talk about what their skills gaps are. The main one is not on the technical side, it’s employability skills stopping them from being able to recruit – presentation and communication skills, answering the telephone, emailing. We haven’t yet unpicked the technical skill requirements – we’re early in the process. Green skills contributing to net zero – businesses are struggling to articulate what they think green skills are and to understand what the opportunity of the green economy is. Part of the LSIP will be doing a deep dive into this so we can highlight the opportunities to businesses and to give providers confidence to make changes, e.g. a domestic electrician course may not be focusing on the solar panel element. [We have agreed to commission this research by a partnership of WPI Economics, Lightcast, and The Data City to: *Understand current green jobs and occupations within the LSIP area, including an analysis of occupations, skills, employer demand, and qualifications (for present day and projected into the future).*]
  - Jonathan: Is it more about supporting new start-ups; existing businesses may not be the target audience for green skills?
    - Rob: yes but there are opportunities for existing businesses as well to upskill. Colleges to equip young people. Louise: Many businesses just get their heads down and don’t necessarily do a lot of training with their existing staff (not just new staff) which is not a good thing. Green tech is going to improve the productivity and profitability of businesses. The colleges certainly are working on it, the benefits may have been communicated to businesses but they may not have heard it.
  - Jonathan: how to address skills for those with SEND?
    - Louise: It’s not a specific objective of the report, but the Chamber is part of the No One Left Behind Group and the All Age Autism Strategy Group. I coined the phrase ‘hidden pools of talent’ – a whole raft of people with disabilities, women returning to work, ex-

offenders, who could be doing fantastic work if employers understood how to support them.

5. To what extent are local businesses struggling to hire at the moment? How has this changed (a) as a result of the pandemic and (b) since?
  - [Rob: Again, it's still early in the process to give definitive answers to this question. Labour market data is showing:
    - Employment rate is high at around 80%.
    - Large numbers of vacancies and a shortage of applicants.
    - Persistent vacancies in many sectors including Digital, and Health & Social Care.
    - Employability skills are a challenge post-Covid.]
  - Louise: The pandemic has had a massive impact particularly on 18 to 24-year-olds. Very involved in the kickstart project which offers those young people a six-month placement – number of examples of not being able to complete the six months due to lack of confidence, trying to get into a role online etc.
  - Are we actually talking about lack of skills provision or a lack of people to train – sometimes it is the latter and a significant part of that is down to Brexit.
  - Fiona: What retraining is available for older people?
    - Louise: It is a misconception (perhaps a misnaming?) that apprenticeships are for younger people – they are available for a person of any age e.g. a 55-year-old who needs upskilling can access the funding in the same way.
  - Jonathan: There's the challenge of having financial continuity giving the confidence to retrain, is that an issue?
    - Rob: businesses think they do not have the capacity to give them time off of the job to complete an apprenticeship. Can be hard to maintain financial continuity.
  - Jonathan: The Chartered Institute of Personnel and Development's ['Addressing labour skills and shortages post-Brexit'](#) recommends reforming the apprenticeship levy to create a broader, more flexible training levy to boost employer investment in skills.
    - Louise: This is the sort of things we'll be pulling out of round tables.
6. What are the reasons businesses cannot fill vacancies? How do we know people don't have the skills, rather than this being due to other reasons e.g. having more attractive packages elsewhere?
  - Louise: a lot of competition for people with certain technical skills e.g. an IT engineer who moved employer is earning three times as much a year on because his skills are in such demand.
  - [Rob: This is something we are trying to understand through the LSIP process. For example, Health and Social Care is a major sector in the LSIP area and has consistently high vacancies. How much of this is to do with lack of people rather than lack of skills or lack of provision locally to train people? That must be our benchmark for the LSIP- combination of what are the skills gaps/needs and what provision exists locally. If it doesn't exist, then the LSIP can play an important role in shaping how colleges might respond.]
7. In your view, are there any gaps in the provision of adult learning and skills in Surrey and if so, what are they? Are you anticipating these will be met on publication of the LSIP and if so, how and by whom?
  - Louise: Social care has been identified; part of it is bodies, part of it is training. We are having a round table with a number of businesses and

organisations that employ care staff, and we're talking to providers about it as well. We have a list of 11 sector areas – social care does keep coming up, it's the biggest employer in the world. Sometimes it is as simple as introducing the employer to the provider.

- [Rob: LSIPs have a role in identifying these gaps in provision, but greater focus on identifying priorities for change in the local area that providers will then have the opportunity to consider and respond to. This might be new provision, but could be changing how provision is delivered, or looking at how they engage with businesses and particular sectors.]

8. Do you feel there is any overlap right now in the provision of adult learning and skills in Surrey - are there any areas in which more than one provider is delivering the same thing in the same area? If so, do you see this as a good thing giving learners choice, or as inefficient (would providers be competing for the same government funding)?

- Louise: There will always be overlaps because the learners don't live right next door to the providers. There is a lot of really good collaboration between the providers. There is an objective to get specialists in certain areas – some taking on certain delivery whilst others do not. The SDF funding has been divvied out to the colleges providing the land-based courses, the retrofit, the carbon literacy. We're trying to enhance those collaborations.
- Chris: Are providers competing for government funding and diluting it?
  - Louise: they will compete for funding, but at least they are still all sitting round a table together, better than it used to be. We're meeting all colleges in March.
  - Rob: In a way the LSIP process is more important than the final report – building partnerships between the providers. We want to move to a system where if a business contacts a college and they do not provide the relevant course, they signpost them to one that does.
- Catherine: £2.69m SDF 2022/23 fund – how was that distribution decided?
  - Louise: In a perfect world the LSIP would have been set up and then given rise to the SDF. Surrey Chambers were invited to give some input and at that time the thing everybody was talking about was sales and business development and international trade knowledge. It was up to colleges to put themselves forward and say what they would like to do, they did that collaboratively. Sparsholt College and Nescot College worked together to lead the process. A lot of the funding is being spent on the capital equipment. There is an SDF project manager.

9. As the ERB, what more do you think Surrey Adult Learning should be doing? Do you anticipate the LSIP will transform their curriculum?

- [Rob: Continue to work with us and support the development of the LSIP. Accountability statements will be an important mechanism for the LSIP to influence what SAL plans for. But there are other sources of information they can use to help inform their Statements. Statements should describe key aims and targets for the year ahead – reflecting national, regional, and/or local priorities (inc. LSIP priorities).]
- Louise: I think we're more likely to make a big difference in one or two particular areas of the curriculum, rather than transform the overall curriculum. We've not got the final answers as to which one or two. If you just ask a business, what are the skills you need, they don't know the answer.

- Chris: In this economic climate, is training taking a back seat as businesses are so engrossed with just keeping the companies going?
    - Louise: Training and marketing get put on the back burner and they're the two things that make the difference to the business in the slightly longer-term.
  - Chris: Some companies are surviving rather than looking to recruit or to train at this time?
    - Louise: I think that's fair but we have identified a lot who want to give their views, much more than I expected for the reasons you give. I don't know if that will translate into them actually training their people.
    - Rob: We've had good responses from businesses about their skills needs, but it is a different matter whether businesses respond practically and invest in training.
  - Jonathan: Are you able to share the March report publicly so we can reference it in the report?
    - Julie: The task group report was due to come to the March meeting but could be deferred to May.
    - Rob: Your recommendations could reference the importance of the LSIP.
    - Louise: SCC also sit on the steering group, we work closely with them and Hampshire CC. The green technology project is joint with SCC and the LSIP, Jack Kennedy sits on that Board.
  - Catherine: What's the timescale for the Secretary of State approval for the LSIP?
    - Louise: continue working on this – iterative process. Three-year project when we signed up as the designated body.
    - Rob: Secretary of State makes decision after 31 May 2023 deadline Annual accountability agreements for schools and colleges will be happening at the same time as LSIP.
10. Do you feel the benefits of adult learning and skills to the community and society (e.g. social contact for wellbeing) are of equal importance to the economic benefits? Do you have any thoughts on how both could be achieved simultaneously?
- Louise: non-business learning and skills is also good for a person, especially if they are between jobs. Prepares them for learning other skills.
  - Chris: a lot of this cohort are retired – has value especially in an ageing community.
  - Rob: more formalised or accredited training requires a lot of commitment. Softer skills are a good steppingstone to further training.
  - Jonathan: We'll have a different lifestyle when living in a green low energy economy. Travelling less might mean that we need to have more local provision. How can we train differently to not just support employers but also community?
  - Chris: Unpaid carers within the family might benefit from adult learning.

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## **ANNEX 11 – Minutes of an oral evidence session with Francis Lawlor, Principal of Surrey Adult Learning, on 6 February 2023**

### **Adult Learning and Skills Task Group – Surrey Adult Learning oral evidence session**

2pm on Monday, 6 February 2023

#### **Witness:**

Francis Lawlor, Principal (Surrey Adult Learning)

#### **Key points raised in the discussion:**

##### Funding

1. Nationally the Adult Education Budget has halved between 2011/12 and 2019/20, what impact has this had on SAL?
  - Francis: SAL had about 20,000 learners in 2010, 6,700 last year, pre-covid around 12,000. There is a funding consultation ongoing with aim of driving more economic led outcomes. Nothing about community vision or health and wellbeing, loneliness etc. Ability to facilitate provision generating friendships is under constant strain. The AEB could be renamed National Skills Fund, under consultation, so the purpose of funding for adult learning is driven in a more myopic sense with an expectation of what is its economic and skills value. Chris: Will redirecting to what the business community want push aside the other side? Francis: That is certainly what the funding consultation document implies. The push is to do more accredited – literacy and numeracy, digital, ESOL – and implies if you want to do the others, you'll be expected to pay the full cost. Scandinavia and Northern Europe do a lot of civic education and recognise its importance in the rounding of communities. I'm not sure our drive towards economics is for the best.
    - Jonathan: Can you explain why have you got one third of people but half the budget compared to 2010?
    - Francis: The allocation of community learning funding (£2.1 million) is down to what your provision costs, not participation, it's not formulaic. What you spend it on is audited. Pre-Covid 2018/19 we were one of the most efficient users, amongst the best in the country for cost per learner. Now we are about average, less efficient, because where we used to have 8/9 learners on a course we now have 5.
    - Chris: Why has there been a decrease in demand?
    - Francis: It is worse in West and East Sussex and Hampshire, half of what they were. We surveyed to find out why participants have not come back post-pandemic - 570 respondents, not yet analysed. My feeling is that habits of learners have changed; I don't believe they have gone elsewhere, I haven't seen participation in FE colleges increase.
    - Fiona: Is it linked with a lot of people decided to stop working during the pandemic?
    - Francis: They feel the classroom is not as productive as remote learning. Difficult to entice them back. Life values have changed, people want to see family and travel etc.
2. You say in your report 'Surrey Adult Learning (SAL) agrees the AEB split between adult skills and community learning with the ESFA; for SAL it is 75:25 in favour of community learning' - so three quarters of the Adult Education Budget is spent on

community learning – why is that, when the vast majority of these courses are charged for - are they not self-funding?

- Francis: They're not paying what is known as full cost recovery. We might charge £8 an hour when it costs £20 and the state makes up the gap. We would have to increase it by about 120/130%.
3. Your report says there is competition among post 16 providers, is this because they are competing for ESFA funding? Professional Training Solutions in Farnham for example offers maths and English courses. Is it better to have provision hyper-locally, or is there not enough money to do that?
- Francis: The majority of competition comes from FE colleges, NESCOLT, Guildford College (Activate Learning) and Brooklands College, they all get the same funding as we do from the AEB. There are no recruitment areas, they're competing for the same learners as us.

#### **4. What funding is available for adult learners with SEND and is this sufficient?**

##### Curriculum priorities

5. How has the emphasis on community learning come about?
- Francis: The reason for this ratio is because of demand, our residents want more community learning, and we don't have anywhere near as much of a pool to access GCSEs/digital skills as somewhere like Birmingham or Liverpool. Our learners are of this type. We do not have the levels of deprivation and disadvantage that other areas have in order to meet that demand. Our learners are over 50, they want to do this and they're prepared to pay, so the market has driven the 75:25 ratio. The nature of our provision has to be different if we want to attract people to access adult education. In Croydon their split is the exact opposite at 75:25 and they get their learners from the DWP, our needs are very different. The demand of their residents to do community learning is smaller.
6. Do you feel pressure to change the 75:25 ratio because of the government's emphasis on upskilling (DfE skills for jobs white paper - although Robert Halfon, Minister for Skills, does seem to value community learning) and do you expect the ratio and your curriculum will have to change to meet local employer needs?
- Francis: Yes. The curriculum needs to be influenced more by communities and employers and we need to get them to say what they require in the marketplace that we're in. I'm looking at the LSIP and in cases they [businesses?] don't really know what they need. I feel we need to sell what we do better as well.
7. How do you think the tension between catering for economic and social needs can be resolved?
- Francis: The quality of the partnerships isn't as strong as in areas I've previously worked in, in the Midlands and East of England. Agreeing where our area of expertise is, where each of us can have our specialisms and still exist, that wasn't there two years ago. However, three of the FE colleges have had new principals in the last six months and that's given an opportunity to establish a collaboration.

8. Ofsted inspectors said, 'Leaders should ensure that they refocus their allocation of public funding to meet the needs of those who are disadvantaged, vulnerable and least likely to participate in education to meet the requirements of adult learning provision'. What exactly did Ofsted mean by this? Has it been addressed?
- Francis: How many of our learners are part of the index of multiple deprivation – it was relatively small. Surrey has relatively small pockets – Staines, Canalside, Old Dean. Our learners aren't coming from there as much, the majority are coming from around our sites. Working with the community team, economic development team and Rebecca Brooker in health and wellbeing in order to target the 20 wards and analyse how to take the learning to them. All seven of our sites are in relatively affluent areas. We need to look at that and have at least one or two in areas of relative deprivation. Finding it difficult to do this currently.
    - Jonathan: Is SAL not linked into the libraries transformation?
    - Francis: I'm on the library transformation board and liaise with Sue Wills. We are looking at two sites: looking to move Sunbury into town centre and co-locate, will take a couple of years; looking to move into one centre in Farnham, currently next door. Tried for two years to co-locate in Camberley but has led to nothing.
9. In your view are there enough Lifetime Skills Guarantee funded level 3 courses on offer in Surrey? According to the government's webpage SAL does not deliver any of these. Who decides what can be offered under the scheme – local providers or the government? Have you done any marketing to raise awareness of this entitlement? In your view should it fall to the FE colleges to provide the economic benefit pushed for by national policy?
- Francis: Our qualifications are at a low level, literacy and numeracy and not necessarily up to a Level 3. If we have learners wanting to do a Level 3 we send them to FE colleges. I don't have the tutors and we don't necessarily have the experience or skills in this area. I would move into it if I thought that there was a shortage and a demand, but I haven't found that. Principals say they struggle to fill their level 3 courses.

### Participation

- 10. According to the Learning and Work Institute, adult participation in English, Maths, and ESOL learning has [declined by 63 per cent, 62 per cent and 17 per cent respectively](#), from 2012 to 2020. What are the comparative figures for Surrey? (Figure 2 shows your adult skills learners increased since 2018/19).**
- 11. How do you know what courses people want and how do you know where to locate classes?**
12. What partnerships do you have with community and voluntary sector organisations which could engage with hard-to-reach groups?
- Francis: ESOL learners come from charity sector. Not as strong as in other places, we need to improve participation in this area. Charity sector see us a competitor, they also want AEB money and want to run it themselves.
- 13. The select committee recommended in March 2021: *Work with partners, within and external to SCC and with the Surrey Economy and Growth Team to develop a coordinated plan for the future, to ensure that the Adult Learning***

***Service remains responsive to changing health, social and economic needs. Can you tell us what you've been doing with the communities team to meet learning needs in Spelthorne and Canalside? What other disadvantaged areas have you identified and has this work been replicated there?***

14. Your report says, 'Residents with low qualifications are finding relatively well-paid roles' – what kinds of roles are these? What is this statement based on?
- Francis: When I talk to Jobcentre Plus and leaders of DWP to see who they've got on their books that we can help, there aren't very many. When I ask the economic development team, have labourers on construction sites got a desire to improve their qualifications, I find not, because they're relatively well-paid and so do not see the financial advantage of it. The point is jobs are changing, but it is a hard sell.
15. Please explain the basis for the belief that 'There are no barriers concerning cost, despite the cost of living crisis'? Table 3 in your report shows commercial learners are falling year on year. Have you not found the numbers enrolling decreasing since the economy nosedived? Have you changed your prices in last few years?
- Francis: it is. In last 10-15 years, biggest age group has been 60-69, female, middle/upper-middle class. If we'd increased cost five years ago, not sure participation would have plummeted much, but if did it now, it certainly would.
16. In December 2021 the Director of Education said, 'We are working with the Property team to find accommodation that can meet the needs of adult learners up to 2030 and is shared, co designed and co-produced with internal services such as Libraries and Surrey Choices' – please expand on what has been done in this area since then. Linked to this - The House of Commons Education Committee's 'A plan for an adult skills and lifelong learning revolution' (2020) recommends *the Department must ensure there is a community learning centre in every town to ensure the first rung of the ladder is there for adults furthest from qualifications and employment. What's the state of play in Surrey?*
- Francis: I gave representation at that time. That recommendation about a community learning centre in every town has not been taken up by the DfE, primarily because we thought we already had it.
    - Jonathan: You'd have to have 25 sites between SAL and the FE colleges. What is the distribution of learners? Are there gaps at the moment?
    - Francis: 10/15 years ago we used to have 18/19 sites. In 2010 we gave the ones in East Surrey to ESC and they closed them. We have 7 sites now. ESC do less community learning, do more adult skills provision. That has brought about tension for the whole of Surrey because you can't access the same community learning provision in East Surrey. ESC are spending their funding more on adult skills because the demand is there.
    - Jonathan: ESC serves a younger age range. Would be useful to have locations of the sites before and also a heatmap of where learners come from by different institutions.
    - Francis: I have the data on own provision, would not get the data if asked for it due to the competitive nature.
    - Francis: I think Leatherhead and Dorking have lost provision from both providers. I was under the assumption ESC was taking over that area.

- Chris: There are areas of deprivation in Leatherhead and Dorking. I've seen comments from members of the public that the provision isn't there.
- Francis: We as a Council do not necessarily have a strategic remit to influence, the influence comes from the funding, ESFA give us money and give ESC money and there's an independence to that. Clare Curran and I are meeting the ESC principal every term now, since January 2023, to discuss the strategic fit.

17. Surrey's Director of Education also said in December 2021, 'Our aim in the next three months is to develop a stronger working relationship with DWP and Jobcentre plus so that we can meet the needs of the hard to help and hard to reach adults more effectively.' Has this been achieved and if so, how?

- Francis: Our relationship with the DWP is very good. It's about, is the scale of demand high enough for us to offer provision? I feel it's not high. The market drives it and the need is not here in Surrey.

**18. The House of Commons Education Committee recommended developing qualifications that can be taken in modules to enable adults with busy working lives and caring responsibilities to build up qualifications over time. Is this something SAL does?**

19. How do you encourage and facilitate adults with SEN to participate?

- Francis: We have supported learning provision led by curriculum manager Chrissie Walsh – about 50 learners with moderate to severe learning difficulties. Recording progress and achievement. Work closely with Surrey Choices. It's about making sure that they are enjoying the learning and enriching their lives.
  - Fiona: Many with SEN have found school particularly difficult and an unhappy experience – does that affect their willingness to participate in AL?
  - Francis: Yes, they are usually over the age of 30 because of that.
  - Fiona: Is there any way to address that?
  - Francis: We haven't got the funding for 16 to 25-year-olds that FE colleges have. Not sure where to find the learners in order to entice them. We get most through Surrey Choices and charities.

### Skills needs

20. Please can you explain this paragraph: 'In other local authorities the need from employers, jobcentre plus and communities seeks out local authority provision and that is not currently the case in Surrey.' Why is this not the case here? In your view does this need to change?

- Francis: Leads to get learners often come from four sources – employer, communities, DWP, individuals accessing website or through word of mouth. Most of ours are from the latter and we're remarkably successful at it. Don't get much from employers – their needs are above level 2 and want level 3 or 4 apprenticeships, hardly anything from DWP – not many unemployed, we're going to the communities but it's quite small. That's extraordinary compared to other areas, where the other three sources are relied upon to bring in learners.

21. What careers advice is SAL providing to adults, advice for people who want to upskill, reskill or move into employment?
- Francis: We have a team that provides careers education, advice and guidance. We just got matrix accreditation renewed last week. We look to support those on accredited provision particularly; it is quite hard for those engaging in community learning, they often don't want any careers advice. Over 60% are over 53. They don't appreciate it being offered. We'll have to see how we can do that right.
    - Jonathan: Volunteers referred by DWP at a furniture reuse charity in Redhill gain life skills. Is there an opportunity to work with the charity to upskill them?
    - Francis: Yes, we're exploring that at the moment. I know of some Grandads who were doing their English GCSE to enable them to volunteer in their retirement.
22. Whereabouts does SAL provide ESOL? Is there a waiting list or are you meeting demand? Is funding available for ESOL sufficient? Why is East Surrey College providing it in Guildford?
- Jonathan: There are lots of Afghan asylum seekers in hotel clusters in Horley.
  - Francis: I think we've just taken on 50 ESOL learners from that hotel.
23. What is the uptake for the essential digital skills qualification - has this increased over time and how is it promoted?
- Francis: It is promoted and there is an increase in it, especially from those doing ESOL learners particularly those wanting to do English and Maths and we're able to cross-sell. The more people we get doing those functional skills, the more we get doing digital.
24. Do you offer Skills Bootcamps (National Skills Fund)?
- Francis: We do not offer bootcamps, we don't have the facilities to do it.
25. Do the colleges and job centres fulfil adult skills needs entirely in Surrey or is there a need for SAL to offer this as well? Is it efficient to compete with other groups for government funding for this or should the council instead focus on making referrals?
- Francis: What you could say is that the skills needs for Surrey are met by the FE colleges and the adult learning provision we've got helps facilitate a more bespoke, specific area of provision that's needed and you leave it to the colleges to meet the skills agenda in a bigger way. That's dangerous because if the skills fund is going down a certain route and that's going to happen, I'm not sure there's going to be funding to meet community learning provision. So there are issues there we need to tackle. It's a fundamental, existential question. Our balance in order for us to exist properly needs to be nearer 50/50, and if we are going to do that and keep some of that community learning provision, we will have to charge full cost recovery - double our fee income and have a strategy that says if you want to do jewellery, pottery etc. you'll have to pay the full cost. And I think we're moving down that route.
    - Jonathan: A financial assistance model would become more important. What is it currently and how envisaging it changing?

- Francis: There is not a model at the moment. We'd need to have a complex fee system to ensure that community learning is not just for the people who can afford to pay. We'd need to create a sophisticated financial package that allows assistance for those who cannot pay. If National Skills Fund comes into being, community learning is going to be under severe strain and we're going to have to charge more to make it work and how to differentiate, makes it quite messy for the learner.

26. Does SAL offer or plan to offer any courses that embed green skills, climate emergence or carbon literacy?

- Francis: No.
  - Jonathan: Green skills are not just for industry, they're for consumers as well e.g. cooking with local seasonal ingredients, how to use energy more efficiently in the home.
- Francis: We facilitated the warm hubs.

27. Chris: Do we have the tutors to deliver provision for community learning?

- Francis: There are enormous holes. Not only are learners making different life choices, our tutors are as well. We're finding it far harder to recruit and so are FE colleges.

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Monday, 12 June 2023

## HOME TO SCHOOL TRAVEL ASSISTANCE UPDATE

### Purpose of report:

The purpose of this report is to provide the Committee with an update on the Home to School Travel Assistance (H2STA) Improvement Programme and the current performance of the service provided to children, young people, and families of Surrey. The report sets out improvements and changes to the service and our end-to-end system since December 2022 as well as ongoing initiatives to enhance the customer experience for September 2023. An update of progress made against the specific recommendations from the learning review, Children, Families, Lifelong Learning and Culture Select Committee, and Family Voice Surrey is also included.

### Introduction:

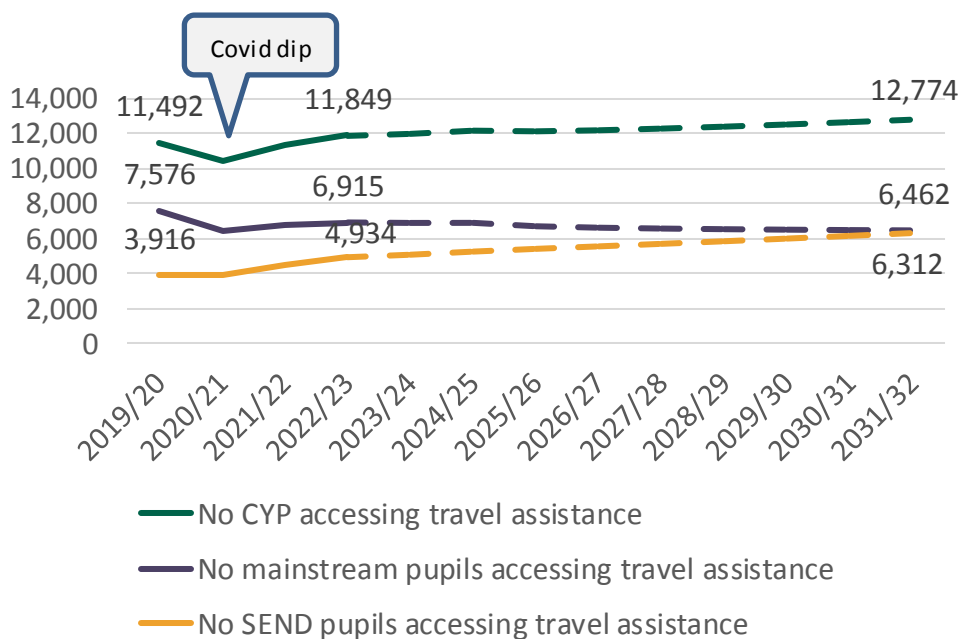
1. Approximately 160,000 pupils attend education settings each day in Surrey. A small proportion (around 7%) qualify for home to school travel assistance. The Home to School Travel Assistance (H2STA) service currently provide travel support to 11,849 children and young people of which 4,934 (42%) have additional needs and disabilities. Provision of travel assistance is statutory in certain circumstances, as set out in the Education Act 1996.
2. On 15 December 2022 the Children, Families, Lifelong Learning and Culture Select Committee considered the findings of the learning review undertaken on the H2STA service. This review, undertaken by the Chief Executive's Chief of Staff and the Chief of Staff to the Executive Director of Children, Families and Lifelong Learning (CFLL), was focussed on the start of the new academic year in September 2022 when experiences of families accessing and using the service fell short of the standards set by the Council. The review also covered the implementation of the refreshed H2STA policy on 14 June 2022. The learning review was completed over an 8-week period between late September and mid-November 2022, with 50 recommendations for consideration.
3. A separate report on the same agenda was presented by Family Voice Surrey detailing families' experiences during the same period following a detailed

survey. This included an additional 12 recommendations (19 actions) on how to improve the customer experience for residents.

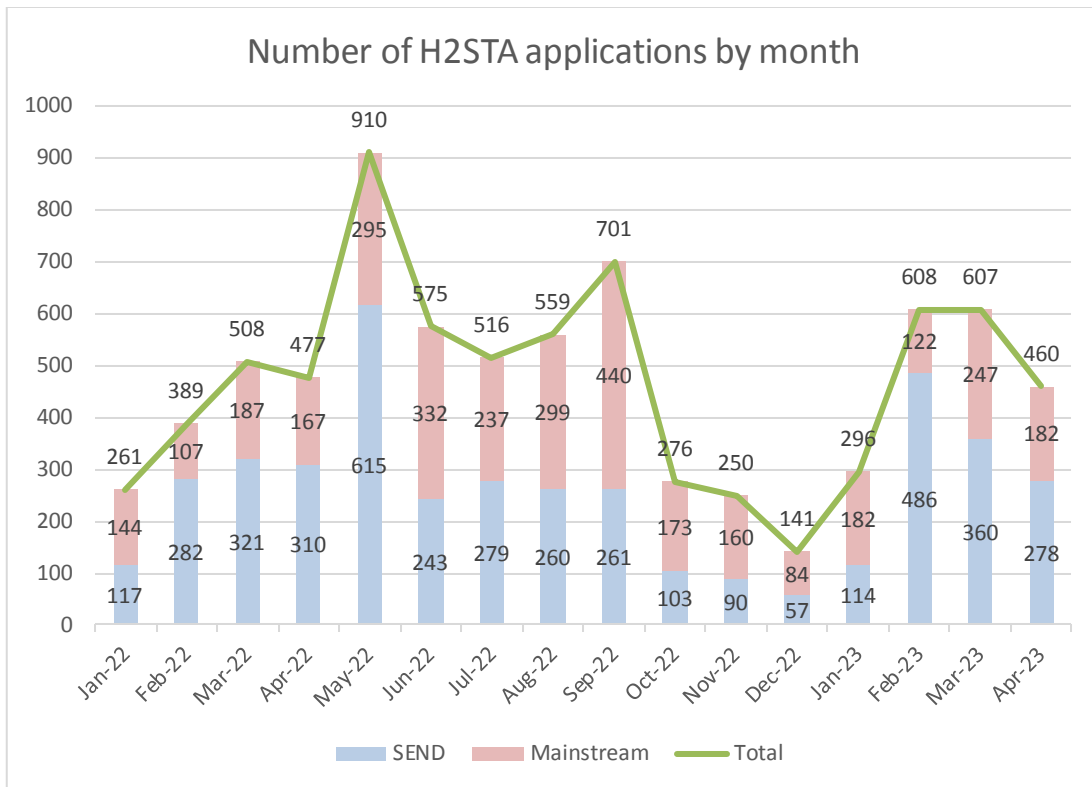
4. The Committee agreed that the service should integrate the 50 recommendations from the learning review, the 12 recommendations (19 actions) from Family Voice Surrey, and the 4 recommendations (14 actions) from CFLLC Select Committee into the newly formed improvement programme as a priority. There was significant overlap between these recommendations, but they have been kept separate for reporting purposes.
5. These recommendations and improvement plans are a major part of the organisation’s response to the unprecedented number of applications for travel assistance, volatility in fuel costs and inflation, as well as the scarcity of suppliers and drivers. These pressures are not unique to Surrey and are a national issue putting significant strain on the H2STA service, the end-to-end system, and budgets within the Medium-Term Financial Strategy.

### Current Performance and Demand

6. The number of Children and Young People accessing the service has increased by 3% over the last 4 years to a current total of 11,849. This modest increase masks a significant change of profile within our Mainstream and SEND cohorts, who have seen a 9% reduction and a 21% increase respectively over the same period. This trend is expected to continue in the years ahead when aligning our trends with those within school place planning and Education, Health and Care Plan (EHCP) forecast modelling.



7. This shift has been a major contributing factor to our financial pressures and the strains on resource levels. The average cost per annum of a travel arrangement for a child or young person with additional needs and disabilities (£9,215) is currently eight times that of mainstream (£1,180), with travel needs and vehicle specifications being more expensive and in short supply. Travel times are longer with journeys averaging 11.5 miles compared to 4.3 miles in mainstream education. These differences increase the time and resource needed by staff from the point of application through to the delivery of transport. The increase of 856 pupils with learning needs and disabilities since 2019/20 has increased annual expenditure by close to £8m.
8. Applications for Travel Assistance are made throughout the year. Close to 35% of all applications received are not bound by the annual process for the start of the new academic year each September. This percentage has increased steadily over recent years in line with the increased profile of pupils with additional needs and disabilities and therefore those with an EHCP. This trend presents challenges with route optimisation.
9. A major contributor to the performance issues last year was the peak in applications (910) that came through in May 2022. This peak, along with the high volumes of applications in surrounding months and the delays in our bulk assessment process for Mainstream, led to delays in managing eligibility, delivery, complaints and appeals throughout the summer and into the Autumn term.
10. In preparation for this academic year, we have increased capacity in all areas, but also undertaken proactive work in a two-pronged approach to smooth out the peak in applications. This has included proactive communications and case work, whilst reminding families to apply earlier in the school application process. There are early signs that this strategy is working with 1,971 applications from January to April 2023 compared to 1,635 in the previous year (21% increase). We have also used insights and data to assist in writing to 850 families (7.2% of all pupils), including those in our Post-16 cohort, to remove the need to reapply. This is the first time an exercise like this has been completed.
11. The figures presented overleaf do not include bulk assessment (a process used to review eligibility of mainstream pupils as part of the annual admissions process), which represents a separate process that led to 630 eligible applications in 2022. This year the exercise covered the assessment and eligibility of c.13,500 children and young people as part of our work with Admissions, leading to 633 eligible applications. This work was completed on 21 April 2023, the earliest this exercise has been completed and significantly earlier than the previous year where delays in this process caused system issues throughout the summer period.



12. Appendix A shows the main H2STA Key Performance Indicators (KPIs) for April 2023 with comparable year on year data. These KPIs were created as part of the response to the learning review to ensure service performance is regularly tracked and reported using reliable data. In addition to the KPIs shown in Appendix A, there are further indicators and reports within the service that track progress across the system at a more granular level to support performance and decision making.
  
13. Positively, the number of applications we receive who are assessed as eligible has increased in the last quarter, indicating that our improvement work on communications, applications and eligibility forms are working. In April 2023 72% of all applications were eligible compared to 75% in April 2022 and 62% across all of 2022. Despite the significantly higher number of applications in February and March 2023 the number of applications processed within 20 days is currently 96%, which is above our 95% target and in line with the previous year.
  
14. At the time of writing, we have no children and young people waiting more than ten days for transport arrangements. An additional development in this area is the ability to report how many vulnerable young people are awaiting transport arrangements and we can now routinely prioritise those arrangements when needed within our systems.
  
15. In April there were no stage 1 complaints that were overdue compared to two (40%) in April 2022. There are currently no stage 2 complaints that are overdue

compared to one (100%) in April 2022. In exceptional circumstances there may be complaints received outside of our normal complaints processes that are therefore not captured in reporting. We are working to channel all complaints through one form to ensure reporting is as accurate as possible. Active complaints in April (2) are down 85% compared to last year (14) as we continue our focus on early resolution and using a learning framework in the team.

16. We currently have no stage 1 or stage 2 appeals that are overdue. We do not have comparable data for last year, however, we have seen significant improvement in this area month by month since the service was restructured in early December.
17. We currently have double the number of Children and Young People travelling independently (944 compared to 428 last year), as well as a reduction of 9% in the more expensive solo taxi arrangements compared to April last year (17% decrease when using year on year averages). The majority of these arrangements have moved onto shared vehicles or an Independent Travel Arrangement. This has reduced spend by close to £3.4m per annum. A large number of our solo arrangements do not have a solo requirement following eligibility assessment (502 of the total 599). These individual arrangements are in place due to attending schools where only one pupil requires transport, or where there is no possibility to share existing arrangements due to the statutory guidance parameters of maximum 75-minute journey times for secondary pupils and 45-minutes for primary pupils.
18. The overall average number of pupils per taxi is currently 3, up from 2.8 last year indicating better vehicle utilisation in shared arrangements.
19. A significant part of our improvement plan has been focussed on two key elements for successful delivery. Firstly, the customer journey taken by families and our teams from a school or placement decision for a Child or Young Person through to their arrival on-site for education. Secondly, resource planning of the end-to-end system. We redesigned our H2STA service in December 2022 and also have temporary additional resources (internal and external) who are fully trained and will be deployed from April to September to support with the anticipated increased volume of activity and demands within the system.

### **Financial Position**

20. The H2STA budget overspent by £12m in 2022/23, with spend increasing by 12% since the previous financial year and 18% since 2019/20, where the service reported an overspend of £4m at outturn.
21. The financial challenges are not unique to Surrey. Through our County Council Networks (CCN) and wider landscape conversations it is clear this is a national

issue with many organisations facing difficulty with high inflation and the supplier market following the pandemic. Recent benchmarking, which included organisations within the CCN, are reporting an average increase in spend of 36% since 2019/20.

	2019/20 £m	2020/21 Actual (incl Covid) £m	2021/22 Actual (incl Covid) £m	2022/23 Actual £m	Variance since 2019/20 %
Budget	39.8	43	41	39.7	0%
Actual Mainstream	8.4	6	7.3	7.8	-7%
Actual SEND	35.4	29.9	38.7	43.9	+24%
<b>Variance</b>	<b>4</b>	<b>(7.1)</b>	<b>5</b>	<b>12</b>	

22. There were three key pressures on the 2022/23 budget:

- Full-year pressures from 2021/22, where significant demand in pupils with Additional Needs and Disabilities were returning into the system during the financial year following the suppressed volumes of routes from restrictions during the pandemic. In addition, the previously available supplementary Covid-19 grant funding fell away.
- Increased demand of children and young people with Additional Needs and Disabilities throughout 2022/23. These pupils cost on average eight times the amount as mainstream due to reduced options for independent travel arrangements, specific vehicle specs (for example wheelchair accessibility), and often longer journey times (average of 11.5 miles compared to 4.3 miles in mainstream).
- Inflation has been significantly higher than the inflation levels built into the base budget (5%). As well as general inflation, this has been compounded by a shrinking operator and driver pool, vehicle shortages and increasing vehicle costs and compliance. This has all led to higher costs across the supply chain.

23. These issues have put average costs under pressure compared to pre-pandemic levels in Mainstream and SEND, however, they have been partly mitigated by our successful drive to reduce overall solo taxi arrangements and promote independent travel. This has supported containing overall average costs per pupil in mainstream and SEND to well below inflation levels over the last 4 years:

<b>Mainstream cohort</b>	<b>Average cost 2019/20 £</b>	<b>Average cost 2022/23 £</b>	<b>% change since 2019/20</b>
Pupil average	1,100	1,180	+7.2%
Solo taxi	8,000	12,000	+50%
Shared taxi	4,200	4,000	-5%
Coach	1,000	1,400	+40%
Travel Allowance	600	900	+50%*
Personal Budget	n/a	2,500	n/a
Season tickets	600	400	-33%**

<b>SEND cohort</b>	<b>Average cost 2019/20 £</b>	<b>Average cost 2022/23 £</b>	<b>% change since 2019/20</b>
Pupil average	8,820	9,215	+4.5%
Solo taxi	12,100	17,000	+40%
Shared taxi	7,600	8,100	+7%
Coach**	1,300	1,250	-4%
Travel Allowance	2,700	3,100	+15%*
Personal Budget	n/a	3,500	n/a
Season tickets**	200	600	200%**

\*Travel allowance increase partly due to move to paying 4 journeys instead of 2

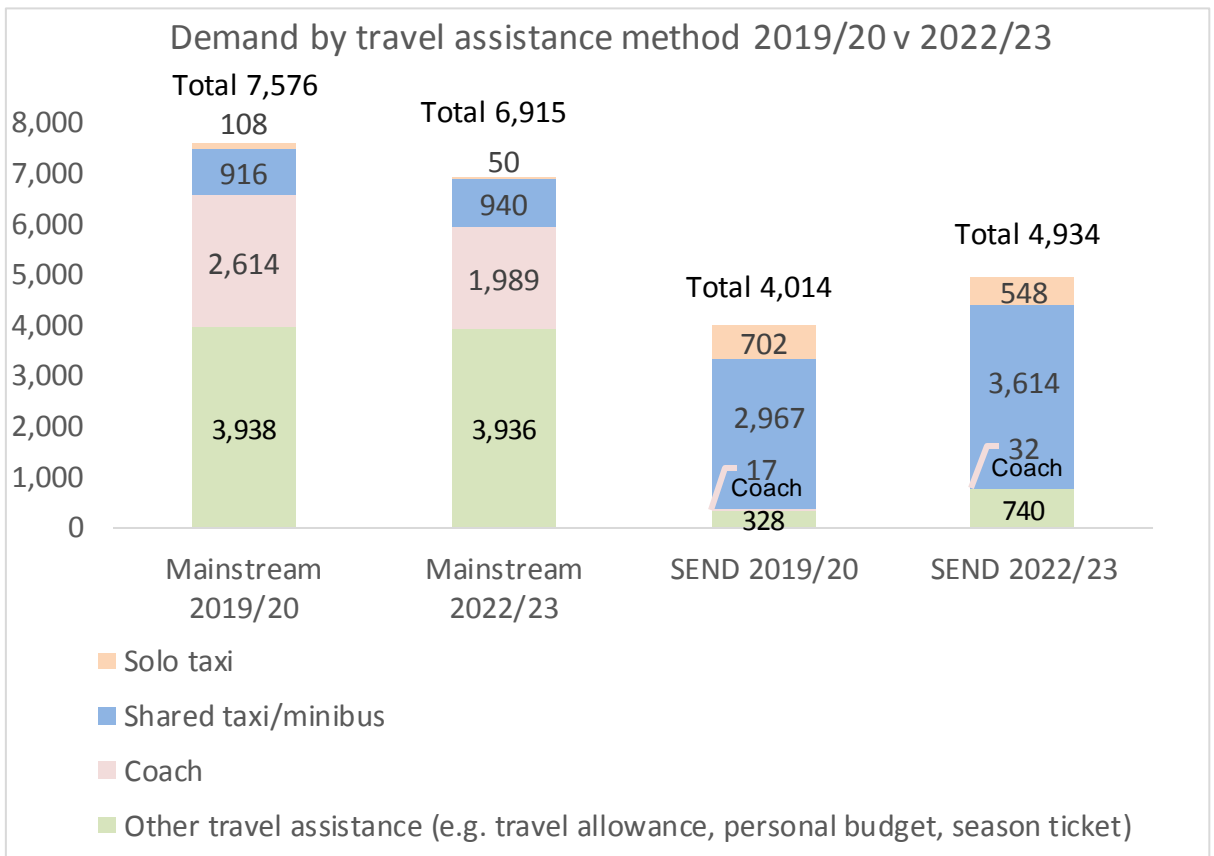
\*\* Coach and season ticket changes in SEND are immaterial due to low uptake.

Mainstream decrease in season tickets due to 16-18 national rail card scheme.

24. The service delivered £3.4m of cost containment this academic year through the reductions in solo taxi usage, extension of bursary offers in Post-16 and increases in independent travel arrangements. Due to the timing of the academic year £2m of this was realised in 22/23 (Sept – Mar) with another £1.4m (Apr – Aug) planned for 23/24 to contribute towards next year's efficiency targets. Without these initiatives, and other activity, the overspend position for 22/23 could have been as high as £15m in this financial year. The spend profile table overleaf shows changes in spend areas since 2019/20:



\* Mainstream 'other travel allowance' spend has reduced due to national 50% rail subsidy for 16-18 year olds introduced in 20/21.





25. The H2STA budget for 2023/24 has been increased to accommodate the recurring pressures from 2022/23, the anticipated future demand in SEND pupils throughout the new financial year, as well as the expected level of inflation across various transport arrangements. This includes the judgement by the LGSC Ombudsman that all councils should pay four journeys instead of two across our Independent Travel Allowances. There was also additional resource for staffing as part of the service redesign in December 2022.

<b>2023/24 Budget Build</b>	<b>2022/23 Base Budget £m</b>	<b>Prior year pressure £m</b>	<b>23/24 demand pressure £m</b>	<b>23/24 inflation pressure £m</b>	<b>Efficiencies for 23/24 £m</b>	<b>Net Budget 2023/24 £m</b>
Demand Budget	39.7	+12	+4	+2.5	-3	55
Staff Budget	1.1	-	+0.5	+0.1	-	1.7

### **Improvement Plan Update**

26. The learning review concluded that there were six factors coalescing around the same time that negatively impacted the start of the academic year 2022:
- Growth in applications – Applications in 2022 were the highest on record. Numbers for 2023 are currently 21% higher than at the same point last year (January to April).
  - The introduction of the new H2STA policy in June - The refreshed H2STA policy (including the Post-16 statement) was published on 14 June 2022. The implementation was not executed effectively and coincided with peak volumes in the system that we were not prepared for.
  - Applications being received after deadlines - a large volume of applications for travel assistance were received after the 6 May deadline. This was the deadline for applications which would ordinarily be guaranteed to have transport arrangements in place before the new school year in September 2022.
  - Less control of admissions decisions – The mainstream eligibility ‘bulk assessment’ of school applications to pre-assess families’ eligibility for

school travel assistance, was completed 4-5 weeks later than planned in 2022.

- Transport provider pressures - The transport provider market is being affected by a national driver and vehicle shortage and volatile fuel costs, making it more challenging for the H2STA team to source suitable transport arrangements.
  - Lack of resources – the teams involved were not structured or resourced adequately to deal with the volumes in the system.
27. The learning review presented 50 recommendations to address these issues and they were subsequently integrated into our service improvement plan following agreement from CFLLC Select Committee. In response to these findings, we overhauled our service improvement plans and strengthened governance arrangements with the introduction of the monthly H2STA Oversight Board from 15<sup>th</sup> November 2022. The Board has both Member and Senior Officer attendance from across the end-to-end system.
28. The improvement plan has large amounts of activity outside of the learning review, and we have therefore integrated and reconciled all recommendations and subsequent actions that were agreed on 15 December 2022 from the learning review, Family Voice Surrey and CFLLC Select Committee. We have also included the Internal Audit findings and recommendations from May 2022 for completeness.
29. There was a high amount of overlap between the recommendations, but we have kept them separate for reporting purposes. Progress against these specific recommendations is shown below.

<b>Recommendation Progress</b>	<b>Learning Review</b>	<b>Internal Audit</b>	<b>Family Voice</b>	<b>CFLLC SC Recommendations</b>
Total Recommendations/actions	<b>50</b>	<b>21</b>	<b>19</b>	<b>14</b>
Number completed	34 (68%)	15 (71%)	11 (58%)	11 (79%)
Number underway	15	6	8	1
Number yet to begin	1	-	-	2

30. The majority of the recommendations marked as ‘underway’ are either scheduled to be completed by the end of June 2023 or longer-term projects such as ICT system developments and integrations. We are prioritising progress in areas that will have the biggest impact for this academic year. The three recommendations that are yet to begin and the one CFLLC SC recommendation that is underway are:

Recommendations not started	Reason
<p><b>CFLLC SC Recommendation 1 part D</b> Systems are coordinated so that an application for travel assistance is automatically made at the point at which a school of qualifying distance is named on the EHCP. An application is not classed as late in the circumstance that a school is named in the plan after deadline</p>	<p>Single View of a Child (SVOAC) Phase 3 is focussing on system integration and automation. This is being supported by Digital Discovery. SVOAC is due to be completed June 2024. Applications will no longer be classified as “late”.</p>
<p><b>CFLLC SC Recommendation 2 part E</b> CFL carries out an annual survey of H2STA satisfaction in conjunction with Family Voice Surrey.</p>	<p>The service fully support this recommendation and we will work with Family Voice Surrey closer to the start of the new academic year.</p>
<p><b>Learning Review Recommendation 48</b> Align customer relationship management systems (CRMs) and telephony systems across the corporate contact centre, CFL Customer Relations team and within the service teams involved in enquiry handling, to enable business resilience, a consistent approach and more reliable monitoring of contacts.</p>	<p>Initial focus has been working with and improving the systems we have to support a better experience for families. Longer term solutions for a CRM will be explored for September 2024. This is being supported by Digital Discovery.</p>

CFLLC SC Recommendation underway	Reason
<p><b>CFLLC SC Recommendation 1 part F</b> Where young people have the potential to travel independently, the independent travel training offer is promoted and additional public transport routes commissioned wherever possible.</p>	<p>We have improved our promotion of independent travel across our website and communications. We are in the process of redesigning our application forms through digital design to automate promotion and offer conversations with families at source. We are also working on strengthening our training and approaches with our ITT provider.</p>

31. The programme team has moved to a thematic way of grouping activity within our improvement plan with workstreams focussed on improvements for Children and Young People, Families, Suppliers, our teams, and our back-office systems and processes. This has allowed us to easily integrate the previous

recommendations and constantly reprioritise activity and resources with workstream leads and key stakeholders.

32. As part of developing our improvement plan and wider thinking we have held dedicated sessions with five other Councils and joined network groups such as ATCO and the National Independent Travel group. In addition, we have worked with an external consultancy as part of our wider cross-cutting ambitions within the Freedom to Travel programme.
33. This is a significant change programme that we anticipate will run until September 2025. We have completed 71 of the recommended actions as well as a large number of activities from our wider programme or work outside of the learning review. The majority of our initiatives will continue to evolve as part of our continual improvement approach and learning framework.
34. The improvements implemented since September 2022 include:

#### **Our teams**

- 34.1 The learning review assessed that there was a lack of adequate resourcing and ineffective working across the customer journey. In response a full restructure of the H2STA service was completed in December 2022. This included merging teams and processes to improve case management from application through to delivery, as well as queries through to complaints and appeals.
- 34.2 Targeted training and upskilling across the team and end-to-end system was a significant part of embedding the new structure and will continue to be a major part of our improvement journey.
- 34.3 The start of academic year 2022 highlighted a lack of planning and contingency plans for system peaks. We have developed a project management approach to the start of the academic year with critical paths created and resource planning across the end-to-end system. A learning framework is in place to ensure we continually iterate and improve our approach year on year. We have fully trained bank staff to support with peaks in activity throughout the year and increased resource in customer services and those trained to deal with Education related queries.
- 34.4 Inadequate communication was a major theme in findings from the learning review and feedback from Family Voice Surrey. We have made step changes to our internal communication and working across the system. This includes weekly working groups, end-to-end resource planning, and joint working with Admissions colleagues on bulk assessments to reduce bottlenecks in eligibility and delivery.

## **Improvements for Children, Young People and Families**

- 34.5 Externally we have developed a thorough communications plan and improved external communications and working with Family Voice Surrey. This includes the co-production of a family guide with Family Voice Surrey as well as regular sessions to discuss live issues that affect families.
- 34.6 Through targeted work and better use of insights and data we removed the need for 850 families (pre and post 16) to reapply for transport in 2023.
- 34.7 A request from Family Voice and the CFLLC Select Committee was to review our Independent Travel Allowance and paying families for four journeys (round trips). In response we updated our policy in February 2023 and now pay families who receive Independent Travel Allowances (ITAs) for four journeys instead of two. This work included backdating payments to reimburse families from September 2022. These additional costs made up part of our 2023/24 budget build.
- 34.8 We now offer all eligible families a temporary Independent Travel Allowance (ITA) paid in advance, to cover the costs of transporting their child to school while contracted transport is being put in place.
- 34.9 Customer contacts, complaints and appeals processes have all been strengthened following the findings from the learning review. A stakeholder liaison role was part of the new H2STA structure, whilst the complaints and appeals service now focus on early resolution as default. Appeals training has been refreshed and panels now include the Safer Routes team where necessary.
- 34.10 Last year 25% of all applications related to Post-16 and 71% of those applications led to an appeal. This was mostly due to the 2022 policy change but in response we have stood up a dedicated team for Post-16 from April to July to undertake targeted work and early conversations with families on their travel arrangement options, including advice on bursaries.

## **Back-office systems and processes**

- 34.11 To address several recommendations from the learning review and the Internal Audit from May 2022, we are in the process of completing a full digital discovery review of the end-to-end system focussing on pain points and opportunities to streamline processes. This 15 week review concludes in May and will generate a pipeline of further improvements across our internal and external systems and processes.

34.12 At the same time, we have prioritised digital and website quick wins including an eligibility checker, new online enquiry portal for parents, a new appeal form for improved case tracking, and application form enhancements to reduce eligibility waiting times. This work will also assist in reducing the number of ineligible applications. A banner has been created on our website to provide regular service status updates to visitors of our website. We are working with our Web team on future improvements and a full redesign across all H2STA content and linkages to other services.

34.13 We have strengthened our performance and financial monitoring with real-time performance management information and financial monitoring. At the same time, we have improved data integrity and accuracy as part of our KPI development and ten-year trajectory modelling for demand and budgets.

## **Suppliers**

34.14 We have engaged with fourteen suppliers, as well as building on previous work with our Community Transport providers, to help build the foundations of our future supplier strategy. This strategy will form part of our cross-cutting work across the organisation and also support the Sustainable Modes of Travel to School Strategy (SMOTSS).

34.15 We have continued to support and develop long term solutions and a pipeline of activity for travel assistance through the Freedom to Travel programme, which has included Commissioning model reviews and exploration of an in-house fleet in SCC. The Freedom to Travel programme is focussed on developing cross-cutting initiatives across CFLL, ETI, ASC, Health and Partners.

34.16 Successful promotion of Independent Travel Allowances and the reductions in solo taxi arrangements have contributed to cost containment and will continue to be a priority area for future efficiencies.

35. As a result of this rapid improvement activity, we have seen consistent improvements across our KPIs, as well as an improvement in our financial position in the second half of the financial year (September to March), with our in-year overspend reducing from £15m to the current forecast of £12m.

## **Longer term improvements**

36. Our next phase of improvements, many of which have already begun, will shift our focus to more longer-term solutions. These include:

- A full redesign of our website and webpages to enhance the customer experience and simplify our content. This will be considered across the end-to-end system as well as the Local Offer website.
- Integrating systems wherever possible and appropriate through Phase 3 of Single View of a Child. This will include integrating our data to EYES (Liquid Logic) and give us the ability to quickly access data and intelligence across the end-to-end system. Increased speed and accuracy of data and reporting will be a key benefit of this work.
- Developing a full supplier engagement and strategy. We are committed to improving relations with our suppliers and increasing our supplier pool. We have completed interviews with 14 suppliers, including previous and future engagements with Community Transport providers, to understand ways we can support growth and sustainability across the travel sector in the County. This will support the development of a wider strategy across all travel in Surrey as part of the Freedom to Travel programme.
- A full review and market testing for our Dynamic Purchasing and Route Planning Systems is planned for the second half of 2023. This work will support in improving the travel experience for children, young people and families, as well as assisting with cost containment in future years through robust procurement and tendering of routes.
- The full findings of our digital discovery are due in May 2023. Reviewing findings and implementing solutions will be a key priority for the programme team. It should be noted that this is already happening as we have taken a “Sprint” approach to this work to ensure we are working on quick fixes and priority areas as we go through the process.
- End-to-end system improvements will continue to be our focus to ensure improvements are made in both our ways of working and culture.
- Review and implement a long-term Customer Relationship Management (CRM) solution to improve the customer experience, case tracking and audit trail.

<b>Risks for the start of the financial year</b>
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37. The H2STA Improvement Plan has been operational for six months and is expected to run until September 2025. Whilst significant progress has been made, our efforts have concentrated on tactical wins and temporary solutions whilst developing longer term solutions in parallel. As we are still in the early

stages of our improvement journey there remains a number of risks to both the start of the academic and financial year.

38. Last year only 31.4% of applications were submitted by the 6 May deadline for 2022, 45.2% were received between 7 May and 31 August and 23.4% were received after the start of the academic year. Although targeted work and improvements to bring these applications forward are working, and will continue to be a focus, there will still be a significant number that will be received in June to September along with the applications that are not related to the start of the academic year.
39. We have developed contingency arrangements to expedite eligibility and delivery, as well as customer support during these time periods. However, it is still a possibility that a proportion of these applications will face delays to transport arrangements, which have the potential to develop into complaints and appeals close to or during the start of the new academic year. These applications will no longer be classified as “late”. We are focussed on proactive communications, targeted work with families and early resolution to deescalate through the system.
40. The areas expected to impact the start of the financial year are:

Risk	Mitigation
<p>At the time of writing the total number of EHCPs awaiting assessment is c.2,300. The number of Key Stage Transfers in 2023 with EHCPs or awaiting assessment within the system was the highest on record. These volumes present significant system challenges as some settings remain named by “type” rather than the place of education, meaning that transport eligibility is not currently possible.</p> <p>Note: on average 34% of EHCPs convert into requiring transport assistance.</p>	<p>Fortnightly Key Stage Transfer and system planning meetings with system service leads.</p> <p>We are working closely with colleagues across SEND to ensure we are undertaking proactive work wherever possible, this includes exploring early travel assistance work we can undertake to avoid unnecessary, lengthy delays once a decision is made.</p>
<p>There are currently 360 live tribunals as at the end of March 2023. A proportion of these cases will require transport assistance.</p>	
<p>A large number of applications for transport throughout the Summer and September will still happen for a variety</p>	<p>Increased resources in eligibility and delivery to increase run rates.</p>



<p>of reasons (placement appeals, assessment timeframes, application delays etc). These applications will place significant pressure on the team, the ability to optimise routes and therefore our budget envelope. This reduces the time and ability for transport to be in place at the start of the academic year. All efforts will be made to ensure arrangements are in place within our KPI targets.</p>	<p>Increases resource in customer services and Education trained staff.</p> <p>Continued system comms and web development to increase early applications whilst removing the need to reapply where possible. Scaling up resource to fully re-optimize twice a year (July and Jan)</p> <p>Offer upfront payments for temporary ITAs.</p>
<p>Supplier and driver shortages are a national issue, with numbers lower than pre-pandemic levels. There is also scarcity of new vehicles (wait times of over 16 months reported). These conditions are creating a lack of competition, higher costs, and difficulty with longer term planning.</p>	<p>Development of a long-term supplier strategy.</p> <p>Continued promotion of Independent Travel and benefits.</p> <p>Actively working with Community providers to increase supply.</p>
<p>We are seeing an increase in SEND pupils requiring travel assistance (see paragraph 6), as well as a larger number of applications (35%) that are not bound by the start of an academic year (see paragraph 8). This presents fewer opportunities to optimise routes for the start of the academic year, and more volatility in route planning. This can increase solo dependency in-year.</p>	<p>Review of our route planning system &amp; Dynamic Purchasing System.</p> <p>Working with Procurement on soft market testing.</p> <p>Continuing landscape review and benchmarking with other Councils.</p> <p>Scaling up resource to fully re-optimize twice a year (July and Jan)</p>
<p>Our trajectory modelling on our financial position is based on the current known and predicted volumes who will come into the system and convert to needing and being eligible for travel assistance. A +/- 1% variance in the assumed number of Education, Health and Care Plans is equal to annual spend of £0.3m in H2STA. A similar figure is true for inflation.</p>	<p>Clear efficiency programme with clear benefits and targets.</p> <p>Comprehensive monitoring and activity data on a weekly basis.</p> <p>Linked modelling to Safety Vale and Place Planning strategies.</p>

## Recommendations:

41. It is recommended that the Select Committee:

- a) Reviews and notes the Council's progress towards the learning review recommendations and the H2STA improvement plan, as well as the associated risks to the start of the new academic year.
- b) Agrees to receive a further update on the performance and progress of H2STA after the start of the September 2023 new academic year. This will include the results of the joint survey with Family Voice.

## Next steps:

Report back to Committee on performance and delivery following the start of the September 2023 new academic year.

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### Report contact

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### Sources/background papers

15<sup>th</sup> December 2022 – Children, Families, Lifelong Learning and Culture Select Committee - [Agenda for Children, Families, Lifelong Learning and Culture Select Committee on Thursday, 15 December 2022, 10.00 am - Surrey County Council \(surreycc.gov.uk\)](#)

26<sup>th</sup> April 2022 – Cabinet - Home to School Travel Assistance Policy Refresh [Cabinet Report- HOME TO SCHOOL COLLEGE TRAVEL ASSISTANCE POLICY REFRESH.pdf \(surreycc.gov.uk\)](#)

31<sup>st</sup> January 2020 - Cabinet Member for All-Age Learning [Agenda for Cabinet Member for Education & Learning Decisions on Friday, 31 January 2020, 3.30 pm - Surrey County Council \(surreycc.gov.uk\)](#)

## Appendix A – Key Performance Indicators for April 2023

Measure	Apr 22	Feb 23	Mar 23	Apr 23	RAG	KPI / notes
<b>Number of eligible applications</b> Target: ≥75% of total applications received	182 (75%)	285 (69%)	366 (68%)	341 (72%)		Below the 75% target. The percentage will fluctuate in year but has remained close to our target for three months despite the increased volumes of applications.
<b>Number of applications processed in time</b> Target: ≥95% within 20 working days	252 (97%)	358 (93%)	501 (98%)	398 (96%)		There's been a significant improvement in the timeliness of applications since Sept 2022. This has been above target for two consecutive months despite the high volume of applications to process.
<b>Applications awaiting transport</b> Target: No more than 50 at any one time	N/A	29	13	7		As at 05/05, there are 7 CYP waiting for transport to be arranged. This figure excludes transport arrangements due for September 23, for which transport will be organised within the summer school review.
<b>Applications awaiting transport for more than 10 days</b> Target: ≤10 over 10 days	N/A	0	0	0		No applications have been waiting for more than 10 days.
<b>Number of vulnerable children awaiting transport &gt; 10 days</b> Target: 0 over 10 days	N/A	0	0	0		There are currently no vulnerable children awaiting transport for more than 10 days.
<b>Complaints active in the month</b>	14	20	13	2		There's been an overall reduction in complaints compared to same time last year with similar trends in previous months.
<b>Stage 1 complaints overdue (&gt;10 working days)</b> Target: 0	3 (60%)	0	1 (17%)	0		There were no Stage 1 complaints overdue during April.
<b>Stage 2 complaints overdue (&gt;10 working days)</b> Target: 0	1 (100%)	0	0	0		There were no Stage 2 complaints overdue during April.
<b>Stage 1 appeals completed in the month</b>	N/A	51	19	51	N/A	The team have completed 51 stage 1 appeals in Apr 23 with 28 ongoing.
<b>Stage 1 appeals overdue (more than 40 working days)</b> Target: 0	N/A	2 (9%)	1 (2%)	0		There are currently 28 ongoing stage 1 appeals with none that are overdue this month.
<b>Stage 2 appeals completed in the month</b>	N/A	4	7	4		The team have completed 4 stage 2 appeals in April. 3 are currently ongoing.
<b>Stage 2 appeals due overdue (&gt; 40 working days)</b> Target: 0	N/A	0	0	0		There are currently 3 ongoing stage 2 appeals with none that are overdue this month
<b>Numbers in solo taxis</b>	658	531	578	599		The number of solo transport taxis has decreased since last year (-9% compared to last year). Solo arrangements as a proportion of all taxi use is 11% (13% last year). Solo routes traditionally increase through the year before routes are re-optimised in the summer. 12 months average is 17% below the previous 12-month average.

<b>Average number of pupils per taxi route</b>	2.8	3	3	3		On average, there are three pupils per taxi route.
<b>Reduction in real terms (incl inflation) average cost Mainstream</b> Target: ≤ adjusted inflation 10.8%	1.08	1.22	1.18	1.18	9%	Target 1.19 based on 10.8% inflation for 22/23. 9% increase in year. 7% overalls since 19/20
<b>Reduction in real terms (incl inflation) average cost SEND</b> Target: ≤ adjusted inflation 10.8%	8.43	9.14	9.22	9.22	9%	Target 9.34 based on 10.8% inflation for 22/23. 9% increase in year. 4% overalls since 19/20
<b>Independent Travel Arrangements</b> Target: increases in ITAs	428	906	944	944		Close to double the number of ITAs compared to the same point last year.

Monday, 12 June 2023

## **INCLUSION AND ADDITIONAL NEEDS PARTNERSHIP STRATEGY 2023-26**

Purpose of report:

To provide an update on progress finalising and then implementing the Inclusion and Additional Needs Partnership Strategy 2023-26, and the recommendations agreed by the Committee in December 2022.

### **Introduction:**

1. This report provides a further update on the December 2022 Committee recommendations and the status of the work to implement the Surrey Inclusion and Additional Needs Partnership Strategy 2023-26.

### **Update on development and implementation of the strategy**

2. Throughout 2022 a refresh of the Inclusion and Additional Needs Partnership Strategy was co-produced with partners, as detailed in the December 2022 Select Committee report. The approach was overseen by the Inclusion and Additional Needs Strategy steering group; the membership of the group includes key stakeholders from education, health and social care alongside the voluntary sector and representatives of families and children and young people with additional needs and disabilities.
3. In November 2022 the Additional Needs and Disabilities ('AND') Partnership Board agreed that the strategy reflected the Surrey 'SEND' Local Area self evaluation and endorsed the strategic priorities set out in the strategy. Feedback was also provided with some specific points to strengthen or clarify.
4. In December 2022 the CFLLC Select Committee indicated support for the strategy and provided feedback recommending points to strengthen or clarify in the strategy document as well as associated activities to ensure that the strategy is accessible to children and families and has a positive impact.

5. The Inclusion and Additional Needs Partnership Strategy 2023/26 was updated to incorporate the feedback from both the Partnership Board and the Committee and received a full endorsement from Cabinet on 31 January 2023.
6. Meanwhile, activity has been underway to support the formal adoption and publication of the strategy, and transition to the implementation and monitoring of the strategy.
7. An Easy Read version of the strategy has been developed and published on the Local Offer alongside the full version. The published versions of the Easy Read and full Inclusion and Additional Needs Partnership Strategy both use the new partnership logo that was co-produced with children and young people. These have been shared with partners and communicated to families, children and young people. Further communications are being planned for the summer and autumn terms.
8. The AND Partnership Board has been planning for the effective implementation and monitoring of the strategy, including a number of co-production sessions with families and partners, and a full partnership workshop at the end of March 2023 to further develop and review the draft key performance measures and Year 1 implementation action plans. These are now being updated so that reporting can begin in the summer term.
9. The Surrey AND Partnership Board will exercise partnership accountability for the delivery of the strategy.

#### **Response to the CFLLC Select Committee recommendations**

10. At Cabinet on 31/01/2023 the Cabinet Member for Education and Lifelong Learning thanked the Committee for supporting the adoption of the Inclusion and Additional Needs Strategy 2023 – 2026. It was noted that the feedback and [recommendations of the Committee](#) have been carefully considered, with updates made to the strategy document to strengthen references where appropriate, and activities included in implementation planning.
11. The Director of Education and Lifelong Learning looks forward to bringing relevant data to CFLLC Select Committee meetings to demonstrate progress and impact, and to share any barriers to making progress with the delivery and impact.
12. In terms of the specific recommendations set out in Recommendation 1 (a-e), responses to these are set out below.
13. **Recommendation 1 (a):** The updates provided to the Select Committee in March 2023 were reflected in the final published versions of the strategy and

this recommendation is now considered to be complete, with ongoing monitoring to be managed through the strategy implementation action plan and key performance indicators.

14. **Recommendation 1 (b):** The updates provided to the Select Committee in March 2023 were reflected in the final published versions of the strategy and this recommendation is now considered to be complete, with ongoing monitoring to be managed through the strategy implementation action plan.
15. **Recommendation 1 (c):** As noted in paragraph 7 of this Select Committee report, the Easy Read version of the strategy has been produced and published, enabling families and children to be able to access this information and understand what it means for them. This recommendation is now considered to be complete.
16. **Recommendation 1 (d):** The clarification provided to the Select Committee in March 2023 relating to the governance and accountability of the strategy were reflected in the final published versions of the strategy and this recommendation is now considered to be complete. As noted in paragraph 9 of this report, the Surrey AND Partnership Board will exercise partnership accountability for the delivery of the strategy, with ongoing monitoring to be managed through the strategy implementation action plan and key performance indicators.
17. **Recommendation 1 (e):** Facebook live webinars have been rolled out in partnership with Family Voice Surrey to cover the following topics:
  - The role of the SEN Case Officer
  - Education health and care needs assessment process
  - Draft plan
  - Final plan
  - Early Years and Education System ('EYES') demonstration to families
  - Annual and interim review
  - Tribunals
  - Ordinarily Available Provision
  - Personal Budgets and Direct Payments
  - Transition
  - Annual Review paperwork – changes and reasons
18. In addition to the webinar series, the county-wide SENCo Network has been re-established in partnership with Schools Alliance for Excellence ('SAfE'), who have also been commissioned to develop and deliver a programme of Inclusion and SEN professional development to school staff.
19. Development of a further programme of short videos and webinars is underway and these will be published on the Local Offer website on a rolling basis starting in the summer term.

20. Following the March 2023 Select Committee it has been agreed that the Inclusion and Additional Needs Partnership strategy key performance indicators and an update on improvements to Education Health and Care Needs Assessment timeliness will be provided to the Performance Sub Committee on a regular basis. It has also been agreed that an update on Capital investment related to the delivery of the Safety Valve agreement will be considered by the Budget Task Group in the summer.

#### **Conclusions:**

21. The recommendations from the Select Committee have been fully considered and are being implemented. Progress on delivering the recommendations will be brought to future Select Committee meetings, noting that good progress has been made and focus will start to transition to the implementation action plan and key performance indicators.

#### **Recommendations:**

22. It is recommended that the CFLLC Select Committee notes the updates that were made to the Inclusion and Additional Needs Partnership Strategy 2023/26 and the progress made in addressing the recommendations made by the Committee in December 2022.
23. It is recommended that the CFLLC Select Committee receives a further update on progress and impact in relation to the Select Committee recommendations from December 2022, and that the Performance Sub Committee receives regular updates on the key performance indicators.

#### **Next steps:**

Surrey's Inclusion and Additional Needs Partnership Strategy 2023-26 will continue to be communicated to partners and families, with regular opportunities for co-production and feedback.

Surrey's Additional Needs and Disabilities Partnership will finalise the strategy implementation action plan and key performance indicators so that delivery and monitoring of impact can begin.

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#### **Report contact**

Liz Mills, Director for Education and Lifelong Learning

#### **Contact details**



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**Sources/background papers**

[CFLLC Select Committee recommendations relating to the Inclusion and Additional Needs draft strategy, December 2022](#)

[SCC Cabinet response to the Select Committee recommendations, January 2023](#)

[SCC Cabinet report, January 2023: Surrey Inclusion and Additional Needs Strategy](#)

[SCC Cabinet report Appendix 1, January 2023: Surrey Inclusion and Additional Needs Strategy](#)

[Surrey Safety Valve Agreement with the DfE](#)

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CHILDREN, FAMILIES, LIFELONG LEARNING AND CULTURE  
SELECT COMMITTEE



Monday, 12 June 2023

## **CHILDREN'S HOMES – OFSTED REPORTS PUBLISHED SINCE THE LAST MEETING OF THE SELECT COMMITTEE**

**Purpose of report:** The Select Committee will receive Ofsted reports on Surrey County Council-run Children's Homes in its agenda, as part of a communications plan agreed in June 2022.

### **Recommendation:**

That the Select Committee reviews and notes the attached reports, asking questions as appropriate.

### **Next Steps:**

The Select Committee will receive further reports as they are published.

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### **Report contact**

Julie Armstrong, Scrutiny Officer

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# 1230411

Registered provider: Surrey County Council

Full inspection

Inspected under the social care common inspection framework

## Information about this children's home

This home is run by the local authority and provides bespoke care for one child who experiences complex social and emotional difficulties. The home's main purpose is to support children until they are ready to live independently.

There has been no registered manager in post since January 2023.

### Inspection dates: 17 and 21 February 2023

**Overall experiences and progress of children and young people, taking into account**      **good**

How well children and young people are helped and protected      good

The effectiveness of leaders and managers      good

The children's home provides effective services that meet the requirements for good.

**Date of last inspection:** 20 July 2021

**Overall judgement at last inspection:** good

**Enforcement action since last inspection:** none

## Recent inspection history

<b>Inspection date</b>	<b>Inspection type</b>	<b>Inspection judgement</b>
20/07/2021	Full	Good
04/03/2020	Interim	Not judged
14/11/2018	Full	Good
12/02/2018	Interim	Declined in effectiveness

## Inspection judgements

### **Overall experiences and progress of children and young people: good**

At the time of this inspection, one child was living at the home. The child will remain the only child living there due to the level of support they need and the reduction in the home's registered numbers to one child. The child moved in a few days before the inspection; therefore, the evidence to support the child's progress is limited. Another child moved on from the home six months before the inspection. Since that time, there have been no other children at the home.

The child was previously living at the neighbouring home, which has the same management team. This has supported the child to have a seamless and well-planned move. Staff who know the child well have moved with the child to support newer, less-experienced staff. Therefore, the blended staff team understands the child's complex needs and current risks.

The manager has secured a school placement in line with the child's wishes. The child is enthusiastic and positive about returning to school. The child has gone away with staff for a mini break during the half-term week before starting her new school. During this break, outdoor activities have helped the child to build a better sleep routine in readiness for a school day.

The staff are aware of the child's health needs and the local specialist support services. Staff continue to encourage the child to access support for her emotional health, physical health and smoking cessation. Staff spend time with the child and explain and discuss the importance of her health needs and self-care.

Staff support the child to see her family. They arrange and plan visits to enable the child to spend time with her parents.

The house is modern and freshly decorated. This provides the child with a welcome and fresh open-plan living area that balances space with a contained and cosy appeal.

### **How well children and young people are helped and protected: good**

The staff are fully aware of the risks to the child and have a detailed safety plan in place. The child has complex needs. Staff respond to these with vigilance and awareness. Staff work well with other agencies to safeguard the child from serious risks.

Staff have core training in behaviour management and de-escalation. There is a drive from the manager to provide clear boundaries and a consistent approach. This helps to manage children's behaviours.

Since the child has lived without other children, risks such as being missing from the home have dramatically reduced. A child who has moved on from the home had a significant number of missing-from-home episodes. This was analysed by the previous manager, who carried out a learning review. This review identified where the child was spending time and the factors that contributed to them leaving. Other risks for the current child, such as having a smart phone, are reduced because the staff are working hard with the local authority to address this.

The senior management team follows reporting procedures for concerns and allegations against staff. This evidences that investigations are carried out and children are safeguarded. Learning outcomes identify further training to prevent future occurrences.

Health and safety checks and appliance services are all carried out to ensure that the home is safe. The recruitment files for new staff include relevant employment checks and employment histories, which ensures that staff are suitable to work with children.

### **The effectiveness of leaders and managers: good**

The registered manager has recently left. There is a new appointed manager and a new responsible individual. They have worked together before and have an established professional working relationship. This supports a streamlined senior management team. The new manager is experienced, qualified and has an excellent track record of managing a children's home.

The previous staff team has been disbanded. The new staff team includes a combination of new and experienced staff. Staff induction is comprehensive and staff take part in regular meetings throughout their probation to ensure that they have the support that they need.

Staff supervision sessions are regular and provide a balance of support and challenge to staff. This helps staff to reflect, learn from mistakes and identify their learning and support needs.

The new manager has worked quickly to devise a workforce development plan and training plan. This ensures that there are enough staff who have the required training to understand and meet the child's needs.

The independent person visits the home regularly. However, the visits have been compromised because the independent person did not have the child's permission to view their files. The visits fail to identify sufficient information to inform the independent person's opinion of the child's welfare. Additionally, the previous manager failed to complete or send in the review of the quality of care report. This is partly due to there being no children at the home for several months and the staff team being disbanded.



## What does the children’s home need to do to improve? Statutory requirements

This section sets out the actions that the registered person(s) must take to meet the Care Standards Act 2000, Children’s Homes (England) Regulations 2015 and the ‘Guide to the Children’s Homes Regulations, including the quality standards’. The registered person(s) must comply within the given timescales.

Requirement	Due date
<p>The independent person must produce a report about a visit (“the independent person’s report”) which sets out, in particular, the independent person’s opinion as to whether—</p> <p>children are effectively safeguarded; and</p> <p>the conduct of the home promotes children’s well-being.</p> <p>The independent person’s report may recommend actions that the registered person may take in relation to the home and timescales within which the registered person must consider whether or not to take those actions. (Regulation 44 (4)(a)(b) (5))</p>	28 April 2023
<p>The registered person must complete a review of the quality of care provided for children (“a quality of care review”) at least every 6 months. (Regulation 45 (1))</p>	28 April 2023

## Information about this inspection

Inspectors have looked closely at the experiences and progress of children and young people, using the social care common inspection framework. This inspection was carried out under the Care Standards Act 2000 to assess the effectiveness of the service, how it meets the core functions of the service as set out in legislation, and to consider how well it complies with the Children’s Homes (England) Regulations 2015 and the ‘Guide to the Children’s Homes Regulations, including the quality standards’.

## Children's home details

**Unique reference number:** 1230411

**Provision sub-type:** Children's home

**Registered provider:** Surrey County Council

**Registered provider address:** Quadrant Court, 35 Guildford Road, Woking, Surrey GU22 7QQ

**Responsible individual:** Lisa Wade

**Registered manager:** Post vacant

## Inspector

Deirdra Keating, Social Care Inspector

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# SC370703

Registered provider: Surrey County Council

Full inspection

Inspected under the social care common inspection framework

## Information about this children's home

This children's home is operated by the local authority and provides care and support for up to twelve children who have an autism spectrum disorder diagnosis and/or learning disabilities. There are four apartments that are suitable for short- or long-term care.

### Inspection dates: 1 and 2 March 2023

**Overall experiences and progress of children and young people,** taking into account **good**

How well children and young people are helped and protected **good**

The effectiveness of leaders and managers **good**

The children's home provides effective services that meet the requirements for good.

**Date of last inspection:** 23 March 2022

**Overall judgement at last inspection:** improved effectiveness

**Enforcement action since last inspection:** none

## Recent inspection history

<b>Inspection date</b>	<b>Inspection type</b>	<b>Inspection judgement</b>
23/03/2022	Interim	Improved effectiveness
13/04/2021	Full	Requires improvement to be good
13/11/2019	Full	Good
05/02/2019	Full	Good

## Inspection judgements

### **Overall experiences and progress of children and young people: good**

Staff build warm and trusting relationships with children. The children happily return to the home after school and are keen to let staff know how their day has been. Staff provide hugs and affection to the children who want this and can tolerate it. The environment is warm and nurturing and children are supported to relax.

There are excellent relationships between staff and a wide range of professionals. Staff work in partnership with the teams around the children to understand and meet their needs. The child is at the centre of all the work that staff do and, as a result, progress is consistent.

Parents are kept well informed of the progress and development of their child. Changes in their needs or behaviours are quickly shared and plans put in place to manage these. Review meetings ensure that everyone knows the next steps.

Staff ensure that they make health appointments, and they support children to attend. There is a strong commitment to offering a healthy and varied diet. Staff support children to make healthy meal choices and to understand the impact diet has on their well-being. For example, the recent provision of air fryers promote healthier meal preparation. Children are encouraged to help themselves to the fresh fruit and vegetables available for snacks. A good medication procedure is in place to ensure that children receive medication that is prescribed only for them. Staff do not administer medication until they are assessed as competent to do so.

Staff have regular 'wishes and feelings sessions' with children. They support children to express their views through various modes of communication. As a result, a child was able to express how they felt about sharing a space with another child and action was taken to address their worries. Staff support children to see their families regularly. One child said that they wanted more time with their family, and staff arranged additional video sessions for them. Staff recognise the importance of children's links with the wider community. For example, children access fun events, such as visits to the local aerodrome.

The children enjoy a varied range of activities and have good experiences. Staff provide outings and activities that help to create lasting memories for children. Children have holidays abroad, and these are carefully planned to ensure that children are safe and have a positive experience. Staff support children to explore their individual interests, such as hot-air balloons and aeroplanes.

There has been a stable group of children living at the home for some time. When children move on, staff prepare them well. They work closely with parents and those at their new home to ensure a positive move. When possible, staff complete shifts at the child's new home to help them to settle. They also complete social stories to

help children understand the moving process. Staff maintain contact with children when they move on to reassure them that they are not forgotten.

### **How well children and young people are helped and protected: good**

Staff know the safety needs of children and respond to them effectively. Staff review risk management strategies at appropriate intervals. This ensures that the most up-to-date information is available and evaluated. Staff provide copies of these strategies and plans to social workers and parents to make them aware of how risk is being managed and reviewed.

Children do not go missing from this home. Staff provide close supervision to ensure that they are safe. However, staff complete a missing person profile for each child to ensure that their needs and requirements are known should they go missing. Child exploitation risk assessments are also completed. Staff recognise that all their children are vulnerable to this and work to prevent exposure to such risks.

The plans in place to manage behaviour are tailored to each child. Staff receive training in positive behaviour management. Consistent boundaries are in place to ensure that children know what staff expect of them. Staff use social stories to help children understand expectations of their behaviour. Some children have behaviours that challenge, and staff always use de-escalation techniques in the first instance. When staff do have to use physical intervention, this involves the use of light holds or guiding the child away from a situation to ensure their safety and that of others. The focus is around understanding the behaviour and managing it positively.

Good safeguarding arrangements are in place to protect children. Staff understand the processes for the management of allegations and know how to report concerns about a child. Notifications to Ofsted are timely, and the home provides updates.

### **The effectiveness of leaders and managers: good**

The manager has been in post since January 2023. She has submitted her application for registration with Ofsted. She has been an employee at this home for many years and knows it well.

Leaders and managers have high expectations for what children can achieve. They promote a good standard of care and support to ensure that children make progress. There is a clear focus on improving the experiences and environment for the children. Additionally, the manager models how to build relationships with children. A strong monitoring process is followed that ensures that the quality of care is consistent and maintained.

Leaders and managers take effective action when responses from other services are unsatisfactory. They promote education for all and advocate strongly for school places for all the children in their care. Leaders and managers have strong working relationships with other professionals to ensure the best possible all-round care for the children.



Leaders and managers provide staff with good-quality training. Staff receive regular supervision and annual appraisals. However, staff reported not feeling supported following difficult and challenging incidents with children. There has been a period of instability with significant changes in management arrangements. In addition to this, there has been high staff turnover. This has put pressure on existing staff. As a result, morale has been low. Leaders and managers had not identified the extent of this. When brought to their attention during this inspection, they took immediate steps to address the issue. For example, they will now be offering clinical supervision from an external provider. Additionally, staff will have access to a range of other meetings to support and strengthen them individually and as a team.

Leaders and managers have taken actions to address their identified areas for development. Because of this, a new process is in place to improve the way that they recruit staff. Additionally, they aim to have a higher percentage of permanent staff. This will reduce their dependence on agency staff and is designed to attract only the best and most suitable people to the work at the home.

Safer recruitment practices are strong, which helps to prevent the recruitment of unsuitable people.

Leaders and managers ensure that the home meets its stated aims and objectives. They recognise when they need to make changes to accommodate a child safely, such as accommodating a child on their own while ensuring that they are not isolated and have access to their peers and social activities.

Leaders and managers have a strong commitment to the promotion of equality and diversity. This is evident throughout the home. The staff team is diverse and reflects the diversity of the children that use the service. There is a culture of equality for all, including the children.

## What does the children’s home need to do to improve? Statutory requirements

This section sets out the actions that the registered person(s) must take to meet the Care Standards Act 2000, Children’s Homes (England) Regulations 2015 and the ‘Guide to the Children’s Homes Regulations, including the quality standards’. The registered person(s) must comply within the given timescales.

Requirement	Due date
<p>The positive relationships standard is that children are helped to develop, and to benefit from, relationships based on—</p> <p>mutual respect and trust;</p> <p>an understanding about acceptable behaviour; and</p> <p>positive responses to other children and adults.</p> <p>In particular, the standard in paragraph (1) requires the registered person to ensure—</p> <p>that staff—</p> <p>are provided with supervision and support to enable them to understand and manage their own feelings and responses to the behaviour and emotions of children, and to help children to do the same. (Regulation 11(1)(a)(b)(c) (2)(a)(x))</p>	<p>20 May 2023</p>

## Information about this inspection

Inspectors have looked closely at the experiences and progress of children and young people, using the social care common inspection framework. This inspection was carried out under the Care Standards Act 2000 to assess the effectiveness of the service, how it meets the core functions of the service as set out in legislation, and to consider how well it complies with the Children’s Homes (England) Regulations 2015 and the ‘Guide to the Children’s Homes Regulations, including the quality standards’.

## Children's home details

**Unique reference number:** SC370703

**Provision sub-type:** Children's home

**Registered provider address:** Quadrant Court, 35 Guildford Road, Woking, Surrey GU22 7QQ

**Responsible individual:** Paul Thomas

**Registered manager:** Allison Wykes

## Inspector

Vevene Muhammad, Social Care Inspector

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# SC068827

Registered provider: Surrey County Council

Full inspection

Inspected under the social care common inspection framework

## Information about this children's home

The home is operated by a local authority and provides care for up to four children with social, behavioural and emotional difficulties.

The manager has been registered with Ofsted since July 2022 and is suitably qualified.

### Inspection dates: 7 and 8 March 2023

**Overall experiences and progress of children and young people, taking into account**      **good**

How well children and young people are helped and protected      good

The effectiveness of leaders and managers      good

The children's home provides effective services that meet the requirements for good.

**Date of last inspection:** 5 December 2022

**Overall judgement at last inspection:** inadequate

### Enforcement action since last inspection:

Two compliance notices were issued at the last full inspection, under regulation 12, the protection of children standard, and regulation 13, the leadership and management standard. A monitoring visit was carried out on 16 January 2023 to monitor the provider's progress against the compliance notices, and it was deemed that the provider had taken the required action to meet both the compliance notices.

## Recent inspection history

Inspection date	Inspection type	Inspection judgement
05/12/2022	Full	Inadequate
25/08/2021	Full	Good
22/08/2019	Full	Good
25/10/2018	Full	Good

## Inspection judgements

### **Overall experiences and progress of children and young people: good**

Since the last inspection, three children have remained living in the home and one child has moved on. When children are preparing to move on from the home into independent accommodation staff ensure they develop the skills they need to be independent, such as budgeting, cooking and household tasks.

The home is a warm and welcoming environment for children to grow up in. Children have lovely relationships with staff, who care about them and their well-being. The registered manager ensures that current children's needs are placed above those of any new children potentially moving into the home, to ensure there is no impact on their progress and safety.

There is excellent care planning by the registered manager, which includes joined-up working with external professionals to support the staff to meet the care needs of the children. The staff implement boundaries for children, even when this becomes quite difficult. They are offering consistent care and working well as a team to achieve this. Consequently, this has led to a decrease in incidents and children are more settled.

All children are accessing education. On the whole, children are making good progress and enjoying school and college. When a child is struggling to attend school, managers advocate for the child. They look at different activities and options to promote learning while the right setting is found.

All children are healthy and active. They attend regular routine appointments and when they need additional support, this is put in place. Children and staff have regular discussions about being healthy.

Staff ensure that children have opportunities for regular key-work sessions to talk about topics that may be impacting on them. Staff also provide educational information to help children reduce their risks. This has led to a significant decrease in children's cannabis and alcohol use. Work on this is continuing with children, with support from external professionals.

### **How well children and young people are helped and protected: good**

The registered manager ensures that staff are aware of their responsibilities to safeguard children. When safeguarding practice has fallen short, improvement plans for staff have been instigated and shared learning has been completed in team meetings.

Staff rarely use physical intervention to support children to be safer. However, when the registered manager has identified shortfalls in a staff member's practice when using a physical intervention, this has been reported appropriately and investigated.

The staff use consequences to teach children about appropriate behaviours. For example, if a child has damaged items, a small monetary contribution is expected towards a replacement item. The registered manager ensures there is oversight and discussion with the child following each consequence being used.

There has been an increase in one child going missing from home. Staff are proactive and look for the child when they go missing. They engage them in key-working sessions and are trying out new risk measures to help reduce incidents of going missing. Regular multi-agency meetings are held to discuss current risks and there is collaborative working to reduce risks for this child.

### **The effectiveness of leaders and managers: good**

The registered manager has worked exceptionally hard since the last inspection and made improvements to the care, safety and experiences for children. Senior leaders ensure that there is effective support for managers and leaders in the home.

Team meetings are used as an interactive opportunity for staff development. Scenarios have been used to give staff some reflective learning opportunities, and external practitioners have been invited to the home to share their expertise with the staff. All staff have the skills and experience to support the children's care needs.

All staff and managers have regular, supportive and reflective supervision. When this has been delegated to other staff by the registered manager, regular quality checks are completed to ensure that all staff receive good-quality and consistent support.

External feedback is consistently positive and reflects on the progress children have made. One child's social worker said, 'They haven't given up on [name of child] and I really commend and thank them for that.' This demonstrates the staff's commitment to children.

The registered manager has established excellent systems to support her monitoring and oversight of children's care. Consequently, she is proactively implementing lessons learned and sustaining good practice.



## **Information about this inspection**

Inspectors have looked closely at the experiences and progress of children and young people, using the social care common inspection framework. This inspection was carried out under the Care Standards Act 2000 to assess the effectiveness of the service, how it meets the core functions of the service as set out in legislation, and to consider how well it complies with the Children's Homes (England) Regulations 2015 and the 'Guide to the Children's Homes Regulations, including the quality standards'.

## Children's home details

**Unique reference number:** SC068827

**Provision sub-type:** Children's home

**Registered provider:** Surrey County Council

**Registered provider address:** Quadrant Court, 35 Guildford Road, Woking, Surrey GU22 7QQ

**Responsible individual:** Paul Thomas

**Registered manager:** Christine Hamilton

## Inspector

Sara Stoker, Social Care Inspector

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# SC040633

Registered provider: Surrey County Council

Full inspection

Inspected under the social care common inspection framework

## Information about this children's home

The home is managed by a local authority. It provides care for up to five children who are experiencing emotional and social difficulties.

The manager has been registered with Ofsted since 2007.

### Inspection dates: 21 and 22 March 2023

**Overall experiences and progress of children and young people, taking into account**      **good**

How well children and young people are helped and protected      requires improvement to be good

The effectiveness of leaders and managers      good

The children's home provides effective services that meet the requirements for good.

**Date of last inspection:** 25 May 2021

**Overall judgement at last inspection:** outstanding

**Enforcement action since last inspection:** none

## Recent inspection history

Inspection date	Inspection type	Inspection judgement
25/05/2021	Full	Outstanding
21/10/2019	Full	Outstanding
09/01/2019	Full	Outstanding
24/10/2017	Full	Outstanding

## Inspection judgements

### **Overall experiences and progress of children and young people: good**

At the time of this inspection, five children were living at the home. Since the last inspection, one child has moved into the home and one child has moved out.

Staff provide children with nurturing care. Staff have built trusting relationships with children, and they know them well. Children were observed to be laughing, chatting and reminiscing with staff. One child said that the staff are great, that they listen to him, and he feels able to talk to openly with them. Children feel listened to and understood by staff who really care about them.

Four of the children have education places. One child is working towards their GCSE exams and is proud to be a prefect at school. Another child is working towards entry-level exams. Children have had the opportunity to visit a local university. One child's engagement with education has been sporadic, due to being missing from the home. The manager has found creative alternative education provisions. At the time of the inspection, the child has recently started to re-engage with education. Education is held in high regard by staff and children make good progress.

The manager and staff ensure that children spend time with their families. One child is working towards overnight stays to spend time with their family. Where appropriate, children gradually work towards unsupervised time with their family. Children also benefit from positive relationships with independent visitors. Children spend time with people who are important to them.

Children experience and enjoy different activities and hobbies. These include jiu-jitsu, day trips and swimming. One child participated in a parade ceremony for police cadets that the manager attended. Children spoke fondly about their summer staycation. The children donated blankets to those in need and are encouraged to recycle. Children have enriching experiences and are part of the local community.

Staff are good role models and have helped children to gain independent living skills. Children cook and can make a range of meals. Staff have helped children to use public transport. Staff are developing children's knowledge of their rights and entitlements and how to access a range of services in the community. Building these practical life skills helps to ensure that children are very well prepared for adulthood and equipped for when they leave the home.

The home is large, spacious and well decorated. There are photos of children around the home. Children's bedrooms are personalised. The children have several communal rooms to enjoy. Children benefit from a well-kept and homely environment.

## **How well children and young people are helped and protected: requires improvement to be good**

There has been one significant concern regarding the staff's safeguarding practice. Staff failed to supervise children appropriately, safeguarding procedures were not followed and the children were not supported appropriately. The manager did not notify the local area designated officer (LADO) without delay. Since the incident, social workers have agreed a safety plan with the manager to keep the children safe. The staff have had training from the LADO. One social worker was concerned about how the incident was managed, but now feels reassured that the children are safe.

Staff use positive reinforcement and praise. Children have a good balance of financial rewards, verbal praise and recognition of achievements. Children respond well to the reward systems and feel validated. Consequences have been used minimally to manage behaviours.

The staff occasionally use physical interventions, which are appropriate and proportionate. The manager ensures that the children are spoken to following interventions. The physical intervention is reviewed by the manager and a qualified physical intervention instructor. This close monitoring means that the manager has good oversight.

Despite staff's best efforts to try and prevent missing-from-home incidents, one of the children has had a high number of missing-from-home episodes. The staff manage these incidents well and understand the child's complex pull factors. The manager and staff are working closely with the police to gather intelligence creatively, to try to reduce the frequency of incidents and the child's exposure to risk. The child is always welcomed home and offered an independent return home interview. The manager has regular risk management meetings with relevant professionals and has an agreed risk assessment. Working in a joined-up way helps to minimise risks to the child.

## **The effectiveness of leaders and managers: good**

The manager is experienced and qualified. She has managed the home for over 15 years. She is supported by two deputy managers. She is a positive role model to staff. Staff are enthusiastic and caring and provide child-centred care.

Staff have a well-planned induction when they start working at the home. New staff benefit from buddying up with experienced staff. Staff have several shadowing shifts and are supernumerary during this time. Staff have regular supervision, speak highly of managers and feel well supported. Staff are motivated to give children good care and staff morale is high.

The manager is an excellent advocate for children. She advocated for a child to have a planned and gradual move on from the home. The child spoke positively about how the move was being managed.



Staff have good-quality training. Training is both online and face to face. Staff have training from qualified safeguarding professionals and police. Staff either have a level 3 diploma in residential childcare or are working towards the qualification within the agreed time frames. Staff are equipped to understand and manage children's complex needs.

The independent person's reports are of good quality and make appropriate recommendations. These help the service to make improvements to the quality of care that children receive. However, feedback from children, parents and professionals is limited. Opportunities could be missed to ensure that children's well-being is monitored.

There has been a high number of notifications to Ofsted regarding significant incidents. The manager generally ensures that Ofsted is notified promptly. However, on two occasions, the notifications have been delayed. This reduces Ofsted's ability to monitor the home effectively.

## What does the children’s home need to do to improve? Statutory requirements

This section sets out the actions that the registered person(s) must take to meet the Care Standards Act 2000, Children’s Homes (England) Regulations 2015 and the ‘Guide to the Children’s Homes Regulations, including the quality standards’. The registered person(s) must comply within the given timescales.

Requirement	Due date
<p>The protection of children standard is that children are protected from harm and enabled to keep themselves safe.</p> <p>In particular, the standard in paragraph (1) requires the registered person to ensure—</p> <p>that staff—</p> <p>assess whether each child is at risk of harm, taking into account information in the child’s relevant plans, and, if necessary, make arrangements to reduce the risk of any harm to the child;</p> <p>help each child to understand how to keep safe;</p> <p>have the skills to identify and act upon signs that a child is at risk of harm;</p> <p>manage relationships between children to prevent them from harming each other;</p> <p>understand the roles and responsibilities in relation to protecting children that are assigned to them by the registered person;</p> <p>take effective action whenever there is a serious concern about a child’s welfare; and</p> <p>are familiar with, and act in accordance with, the home’s child protection policies. (Regulation 12 (1) (2)(a)(i)(ii)(iii)(iv)(v)(vi)(vii))</p> <p>In particular, ensure that staff understand their roles in relation to safeguarding children and act in accordance with the home’s safeguarding policies.</p>	<p>23 March 2023</p>

<p>In particular, ensure that staff understand how to support and reassure children appropriately if they make a disclosure.</p> <p>In particular, ensure that the local authority designated officer is notified, without delay, of relevant safeguarding concerns.</p>	
<p>When the independent person is carrying out a visit, the registered person must help the independent person—</p> <p>if they consent, to interview in private such of the children, their parents, relatives and persons working at the home as the independent person requires. (Regulation 44 (2)(a))</p> <p>In particular, ensure that regular feedback is sought, and observations of children are carried out, and that professionals’ and parents’ feedback is regularly included in the reports.</p>	<p>24 April 2023</p>

## Recommendation

- The registered person should ensure that notifiable events are notified without delay. ('Guide to the Children’s Homes Regulations, including the quality standards', page 63, paragraph 14.14)

## Information about this inspection

Inspectors have looked closely at the experiences and progress of children and young people, using the social care common inspection framework. This inspection was carried out under the Care Standards Act 2000 to assess the effectiveness of the service, how it meets the core functions of the service as set out in legislation, and to consider how well it complies with the Children’s Homes (England) Regulations 2015 and the 'Guide to the Children’s Homes Regulations, including the quality standards'.

## Children's home details

**Unique reference number:** SC040633

**Provision sub-type:** Children's home

**Registered provider:** Surrey County Council

**Registered provider address:** Quadrant Court, 35 Guildford Road, Woking, Surrey GU22 7QQ

**Responsible individual:** Paul Thomas

**Registered manager:** Sharon Newton

## Inspector

Amy Miles, Social Care Inspector

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# SC040631

Registered provider: Surrey County Council

Assurance inspection

Inspected under the social care common inspection framework

## Information about this children's home

The home is owned and run by a local authority. The staff care for up to four children who have experienced childhood trauma and have complex difficulties relating to their social and emotional well-being. Four children currently live at the home.

The manager has been in post since September 2022 and is in the process of submitting her application to register with Ofsted.

**Inspection date:** 28 March 2023

**Date of last inspection:** 9 November 2022

**Judgement at last inspection:** requires improvement to be good

**Enforcement action since last inspection:** none

## Information about this inspection

At this inspection, the inspector evaluated:

- the care of children
- the safety of children
- the effectiveness of leaders and managers.

Inspectors have looked closely at the experiences and progress of children, using the social care common inspection framework. This assurance inspection was carried out under the Care Standards Act 2000 to assess the effectiveness of the service, how it meets the core functions of the service as set out in legislation, and to consider how well it complies with the Children's Homes (England) Regulations 2015 and the 'Guide to the Children's Homes Regulations, including the quality standards'.

## Findings from the inspection

We did not identify any serious or widespread concerns in relation to the care or protection of children at this assurance inspection.

### The care of children

Three children were present during the inspection. Children are, overall, settled and nurtured in the home environment. They benefit from strong and trusting relationships with staff who know them well.

There have been steady practice improvements in the home since the previous inspection. This has positively impacted on children's overall quality and experiences of care.

Children enjoy a variety of activities available to them and actively participate in them alongside staff. They talk positively of their experiences with staff and look forward to their next activity.

Managers and leaders advocate on behalf of children to ensure that they have options available to them relevant to their interests and hobbies. As a result, children regularly attend the gym and horse-riding lessons. This helps children to enjoy new activities and build relationships.

Staff promote contact between children and those important to them. Staff also build relationships with the network around the child. This ensures consistency in messages and clear communication with children. This collaborative approach also reduces risks to children, especially when they go missing.

Children's views have become more evident. This is most notable in their care and placement plans. An example of staff practice changing due to a child's feedback was also seen. Responses from children, staff and family members also attest to the child's voice being present. The previous recommendation has therefore been met.

### The safety of children

Staff understand the individualised risks to the children in their care. Risk assessments are detailed and updated regularly. Children trust staff and will ask for support when feeling vulnerable. Staff actively implement strategies to reduce the risk of harm to children. This keeps children safe.

Staff's response to children's behaviour has improved. When there are concerns, staff take effective action. There have been no unplanned endings or admissions. The police presence in the home has continued to be significantly reduced. Staff confidence has improved in their approach to keeping children safe.



Safeguarding incident reports are detailed and thorough. Managers reject incident reports if they do not include enough relevant information. This promotes good practice in ensuring accuracy in reporting.

No one spoken to voice any safeguarding concerns around practice during this inspection.

Progress has been made in relation to the shortfalls raised at the last inspection under the protection of children standard. However, it was not possible to test these fully. The requirement will remain, and it will be explored at the next inspection.

### **The effectiveness of leaders and managers**

The manager has been in post since September 2022. Since the previous inspection, she has submitted her application to register. Two experienced deputy managers and a relatively new staff team support the manager. Sufficiency within the team has improved. Staff report that the manager is supportive and communicative. This provides a positive environment for children to live in.

Leaders and managers continue to work well with external professionals and family members. All comments received report good communication and positive working relationships.

Recording on children's files is thorough and detailed. Management oversight is evident but has been consistently delayed. The manager acknowledges this is an area for improvement. The manager has recently embedded an audit tool to track oversight. This is in addition to the current recording system in place. It is still too soon to assess whether this will result in sustained change.

Notifications of safeguarding incidents are now consistently being sent to Ofsted. Delay is minimal. This has allowed for the regulator to review the manager's safeguarding actions. The previous requirement is therefore met.

Leaders and staff strive to improve the presentation of the home to make it feel less institutionalised. Improvements can be seen in the kitchen and living areas. Bathrooms have been painted and personalised. However, work to replace the flooring in bathrooms has not been completed. The previous requirement has been replaced with a recommendation.

## Recent inspection history

<b>Inspection date</b>	<b>Inspection type</b>	<b>Inspection judgement</b>
09/11/2022	Full	Requires improvement to be good
25/05/2021	Full	Good
28/11/2019	Full	Requires improvement to be good
19/07/2018	Full	Good

## What does the children’s home need to do to improve?

### Statutory requirements

This section sets out the actions that the registered person(s) must take to meet the Care Standards Act 2000, Children’s Homes (England) Regulations 2015 and the ‘Guide to the Children’s Homes Regulations, including the quality standards’. The registered person(s) must comply within the given timescales.

Requirement	Due date
<p>The protection of children standard is that children are protected from harm and enabled to keep themselves safe.</p> <p>In particular, the standard in paragraph (1) requires the registered person to ensure—</p> <p>that staff—</p> <p>manage relationships between children to prevent them from harming each other;</p> <p>understand the roles and responsibilities in relation to protecting children that are assigned to them by the registered person;</p> <p>are familiar with, and act in accordance with, the home’s child protection policies; and</p> <p>that the home’s day-to-day care is arranged and delivered so as to keep each child safe and to protect each child effectively from harm. (Regulation 12 (1) (2)(iv)(v)(vii)(b))</p> <p>This requirement was made at the last inspection and is restated.</p>	<p>15 May 2023</p>
<p>The leadership and management standard is that the registered person enables, inspires and leads a culture in relation to the children’s home that—</p> <p>helps children aspire to fulfil their potential; and</p> <p>promotes their welfare</p> <p>In particular, the standard in paragraph (1) requires the registered person to—</p>	<p>15 May 2023</p>

use monitoring and review systems to make continuous improvements in the quality of care provided in the home. (Regulation 13 (1) (2)(h))

This relates specifically to the registered person's progress on timely oversight of incidents.

## Recommendation

- The registered person should ensure that the children's home is a nurturing and supportive environment that meets the needs of the children and is a homely, domestic environment. The children's home must comply with relevant health and safety legislations; however, in doing so, the home should seek as far as possible to maintain a domestic rather than 'institutional' impression. This relates specifically to the registered person making progress on the home's development plan for refurbishment of areas in the home that need improvement, including the bathrooms. ('Guide to the Children's Homes Regulations, including the quality standards', page 15, paragraph 3.9)

## Children's home details

**Unique reference number:** SC040631

**Provision sub-type:** Children's home

**Registered provider:** Surrey County Council

**Registered provider address:** Quadrant Court, 35 Guildford Road, Woking, Surrey GU22 7QQ

**Responsible individual:** Paul Thomas

**Registered manager:** Post vacant

## Inspector

Skye Frain, Social Care Inspector

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CHILDREN, FAMILIES, LIFELONG LEARNING AND CULTURE  
SELECT COMMITTEE



Monday, 12 June 2023

## PERFORMANCE OVERVIEW

**Purpose of the report:** The Select Committee is asked to review the latest CFL performance information, comprising:

- (a) Key indicators in children's social care measuring progress made in Ofsted recommendations following the January 2022 inspection of Surrey Local Authority Children's Services;
- (b) Turnover of social workers and foster carers to measure progress in the Children's Recruitment, Retention and Culture Workforce Planning Strategy;
- (c) External assessments of all areas within the Committee's remit.

<b>Recommendation:</b>
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That the Committee reviews the performance information and asks questions as appropriate.

<b>Next Steps:</b>
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The Select Committee will scrutinise the performance overview at each of its meetings.

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### Report contact

Julie Armstrong, Scrutiny Officer

### Contact details

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# Children's Social Care Key Indicators

Metrics - KPI component	What is the KPI/Target where applicable	What is the statistical benchmark for National/Comparable LAs		Figure for: Feb	Feb RAG	Figure for: Mar	Mar RAG	Figure for: Apr	Apr RAG	RAG Narrative
Number of CSPA contacts received	N/A	N/A		4011		4867		3550		The volume of Contacts to C-SPA has decreased in April by over a thousand, a significant decrease on previous monthly averages. Work to understand the background to the fall is taking place, but it was a hoped-for dividend of the transformation work across the Early Help landscape.
Number and percentage of contacts progressed to social care	N/A	N/A		533 13%		652 13%		455 13%		In line with the decreased volumes above, there is a decrease in the number of contacts progressing to social care, but these remain within 10% to 15% of the total contacts received. This remains a key area of focus within the Early Help Transformation programme.
4.2 Re-referrals to Children's Services	22%	24%	23%	12%	G	17%	G	15%	G	The Re-referral rate is below target, and April saw a decrease on March's figure, suggesting that work to support families is sustaining the improvements made. We are performing better than statistical neighbours and below the national average for this indicator. This may show some of the improvement hoped for through roll out of Phase 2 of the Family Safeguarding Model.
4.3 Proportion of Assessments completed within 45 working days	90%	90%	88%	62%	R	73%	R	79%	R	There is an improving picture with this indicator but it still sits below target. 547 Assessments were completed on time in March and work to understand the issues suggests that a key feature is that, whilst Assessments may be completed by workers in a timely way, there are bottlenecks at the management authorisation stage which impacts on the final delivery. Performance Officers are working with Team Managers to enable them to use management information tools in better ways to flag assessments needing authorisation.
5.2 Number of Children in Need	N/A	N/A		1961		2032		2016		
5.2 Child In Need Visits up to date	90%	N/A		75%	R	72%	R	77%	R	This indicator is showing erratic performance for this group of children and is subject to management action with Service Managers tasked with understanding and addressing the reasons for this. Staffing instability continues to be an issue and this is reflected in the variable performance across Quadrants; with the exception of CWD all quadrants are substantially adrift from the KPI.
6.2 Proportion of S47 Enquiries with an outcome of Initial Child Protection Conference	39%	38%	37%	24%	R	28%	R	17%	R	Almost all comparator authorities sit below a 50% conversion rate, but there are still questions about why families are taken through an investigation that does not result in a CP process. Of the 204 children who were subject to a Sec:47 process in March; 35 progressed to a Child Protection Conference. The work to embed the Family Safeguarding Model will focus in on this area to look at how initial responses to child safeguarding referrals can be progressed safely without necessarily using the Sec:47 process to assess risk and offer support.
6.3 Child Protection volumes and rate	N/A	34.4	41.4	844 31.8		780 29.4		772 29.1		
6.4 Initial Child Protection Conferences held within timescale	85%	86%	83%	91%	G	90%	G	84%	A	This indicator had seen improvement over the quarter as management action to ensure early notification of the need for a Conference became effective. The fall back in performance relates to that late notification issue which doesn't

										allow the partner agencies to prepare reports in the timeframe available and inquiracy.
6.5 Child Protection Plan repeat in 2 years	N/A	N/A		11%		24%		16%		Although there is no indicator assigned to this area, the number of children being subject to a CP Plan for a second time within 2 years is an area for scrutiny, as it suggests that the step-down plan may not been able to sustain the improvement previously made, the family disengaged or the assessment of progress made was overly optimistic.
6.6 Review Child Protection Conferences held within timescale	100%	95%	93%	97%	A	99%	A	99%	A	As has been referenced previously the Independent Reviewing Service is much more in control of the outcomes for this indicator and the higher performance reflects this. When target is not achieved this is usually because of sickness or other issues that required the Review to be postponed.
6.7 Proportion of children subject to a CP Plan for over 24 months	2%	2.4%	2.0%	4.7%	R	4.2%	R	4.3%	R	This KPI seeks to avoid children being subject to Plans over the long term without a clear strategy to either step down to CIN or to enter PLO. In Surrey a number of children are subject to Interim Supervision Orders and policy locally is that when "Interim" Orders are in force these should be reinforced by continuation of the CP Plan whilst threshold is met. As children may already have been subject to an extended period of being on a CP Plan, this interim stage whilst Care Proceedings progress can lead to reaching 24 months. In April 27 children had been on Plans for 24 months +.
6.8 Children subject to a CP Plan seen in the last 10 working days	90%	N/A		88%	A	88%	A	90%	G	This an area of real improvement over the last two quarters although there continues to be some divergence from target. Management action has been focused on improving performance and understanding why some visits are out of time. Some of this is related to recording and in others it is related to other factors, an example being adolescent risk. For this latter group of young people the work to transform Adolescent Services envisages a different and more relatable model for managing risk for this group that sits outside a traditional CP framework.

Metrics - KPI component	What is the KPI/Target where applicable	What is the statistical benchmark for National/Comparable LAs		Figure for: Feb		Feb RAG	Figure for: Mar		Mar RAG	Figure for: Apr		Apr RAG	Narrative to attach to the RAG ratings
7.1 Number of Looked After Children and rate per 10k	N/A	43.7	67	1033	39.0		1023	38.6		1026	38.7		There is no indicator attached to this metric. There is an overall increase but a significant part of this is growth in UASC numbers related to the National Transfer Scheme and young people being found within Surrey's borders and being accommodated.
7.1 Number of Care Leavers	N/A	N/A		849			854			842			
7.2 Looked After Children with up to date Reviews	90%	N/A		88%		A	87%		A	88%		A	The majority of children in care have timely Reviews but most delay is at the first Review which is held within 4 weeks of accommodation and relates to allocation capacity within the social work and IRS teams. As seen above at point of subsequent reviews, timeliness is achieved.
7.3 Looked After Children statutory visits	90%	N/A		94%		G	94%		G	93%		G	The Looked After Children's Teams have not experienced the same level of staffing churn and this shows in the better performance against target. There is no significant divergence within any Quadrant/Service with performance generally aligning across County and performance continues to exceed target.
7.7 Looked After Children Initial Health Assessments completed	90%	N/A		84%		A	85%		A	85%		A	Performance is in line with National & Stat neighbour averages. Initial timeliness can be affected by late notification of care entry and both Initial & Review Health Assessments are compromised by staffing issues within Community Paediatrics although there is incremental improvement following recruitment within Health to address this shortage. Again, the greater control over Review timeliness is evidenced within the metrics but initial timeliness will be a feature of first LAC Reviews.
7.8 Looked After Children Review Health Assessments completed	90%	92%	91%	89%		A	88%		A	88%		A	
7.9 Looked After Children Dental Checks completed - in care more than 1 year	90%	50%	40%	85%		A	85%		A	85%		A	Although not meeting target performance locally is significantly better than national/stat neighbour. Examination of data shows that most who have not had dental checks sit within the adolescent cohort. This is a featured area within LAC Reviews and IRO's will be asked to profile/promote dental health in forthcoming reviews.
7.13 Looked After Children Short Term Placement Stability	9%	9.3%	9.0%	9.5%		A	8.8%		G	8.5%		G	Short term stability has seen some pressure in this quarter but has dipped below external benchmarking. This indicator suggests that most children do not experience successive placements before settling into a longer-term home, but some children may have one or more emergency/short term placements before a permanent home is secured and for a small number of young people difficulties in stabilising challenging behaviours can lead to repeat placement breakdowns .
7.14 Looked After Children Long Term Placement Stability	70%	65%	70%	69%		A	70%		G	69%		A	Long term stability appears more likely when young people are retained "in County" and performance against this indicator has been stable over the quarter. Greater use of the Family Group Conferencing Service to support family care options support this indicator going forward.
7.15 Looked After Children placed over 20 miles from Surrey	20%	27%	16%	30%		R	30%		R	30%		R	Sufficiency within County remains a factor within this indicator & 345 children are cared for more than 20 miles from home. The majority of children and young people at 681 are cared for within Surrey or immediate neighbours. To respond to this shortfall, there is an ambitious recruitment plan for fostering over the next two years, as well as new residential units coming on stream and ongoing work to re-evaluate capacity within the current in-house fostering provision.

8.2 Care Leavers in Contact with Surrey	95%	N/A		90%	A	86%	A	87%	A	
8.3 Proportion of Care Leavers aged 17-18 in suitable accommodation	TBC	92%	91%	90%		91%		89%		
8.3 Proportion of Care Leavers aged 19-21 in suitable accommodation	65%	87%	88%	95%	G	96%	G	95%	G	Care Leaver accommodation suitability is at very good levels and significantly above the Surrey target and that of statistical neighbours. This indicator suggests that the majority of young people are in accommodation that is of a good standard and is meeting their needs. The bi-monthly Accommodation Panels looking at young people's needs is one strand of how quality is maintained. Where accommodation is unsuitable this can be custody as for 1 young person or other types of accommodation which does not correspond with the care plan.
8.4 Proportion of Care Leavers aged 17-18 in education, employment and training (EET)	TBC	66%	65%	71%		71%		67%		This indicator suggests that a core group of young people are not accessing employment, education, or training opportunities. There is no significant difference between 16-18 & older young people in this group. NEET clinics operate in all quadrants with a focus on timely interventions to address NEET status, alongside support from the Post 16 education advisor from the virtual school about relevant opportunities. A targeted range of support is provided by community partners.
8.4 Proportion of Care Leavers aged 19-21 in education, employment and training (EET)	65%	54%	52%	63%	A	62%	A	63%	A	
9.2 LAC Missing Children Going Missing in the Month	N/A	85	10880	52		53		48		
10.1 Child Supervision recorded to timescale	90%	N/A		82%	A	84%	A	82%	A	Supervision on children's case records continues to be a focused area for improvement. The average percentage shown masks the very good supervision compliance within some areas where targets were reached. Where compliance was not achieved this is largely due to vacancies within the Team Manager cohort and the resulting pressures on other team managers to cover the shortfall. There is a notable difference between those areas where there is stability of Team Managers with those where there has been churn.

# Social Worker Turnover

**CFL Qualified Social Workers**  
**Workforce Information to 30/04/2023**  
 (Excludes Bank Staff)

**Turnover Type**

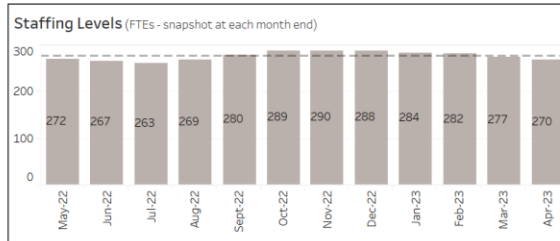
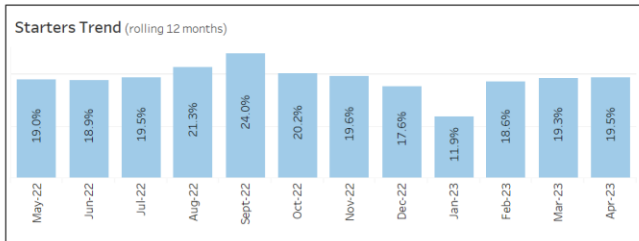
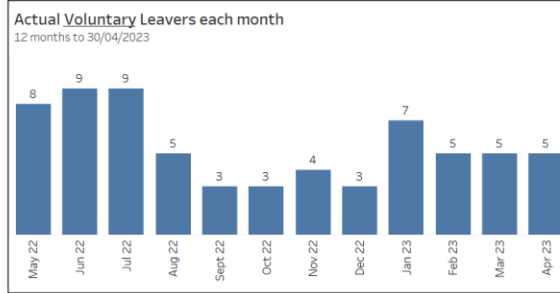
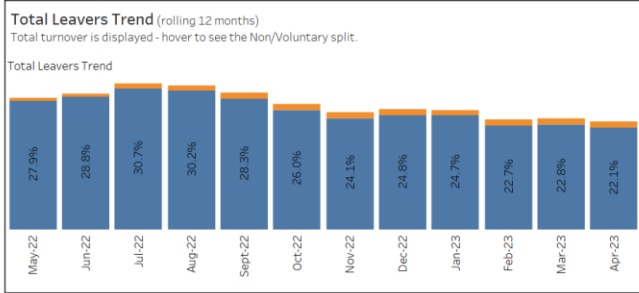
- Non Voluntary
- Voluntary

**Social worker roles**

- Advanced Social Worker
- Senior Social Worker
- Social Worker
- Team Manager
- Service Manager

**Quadrant**  
All

**Teams**  
All



**Tenure in years** Leavers in the 12 months to 30/04/2023

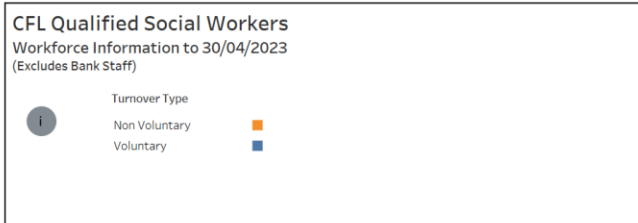
Tenure	Percentage
< 1	17.14%
1-2	30.00%
2-3	10.00%
3-4	7.14%
4+	35.71%

**Leavers by Category** Leavers in the 12 months to 30/04/2023

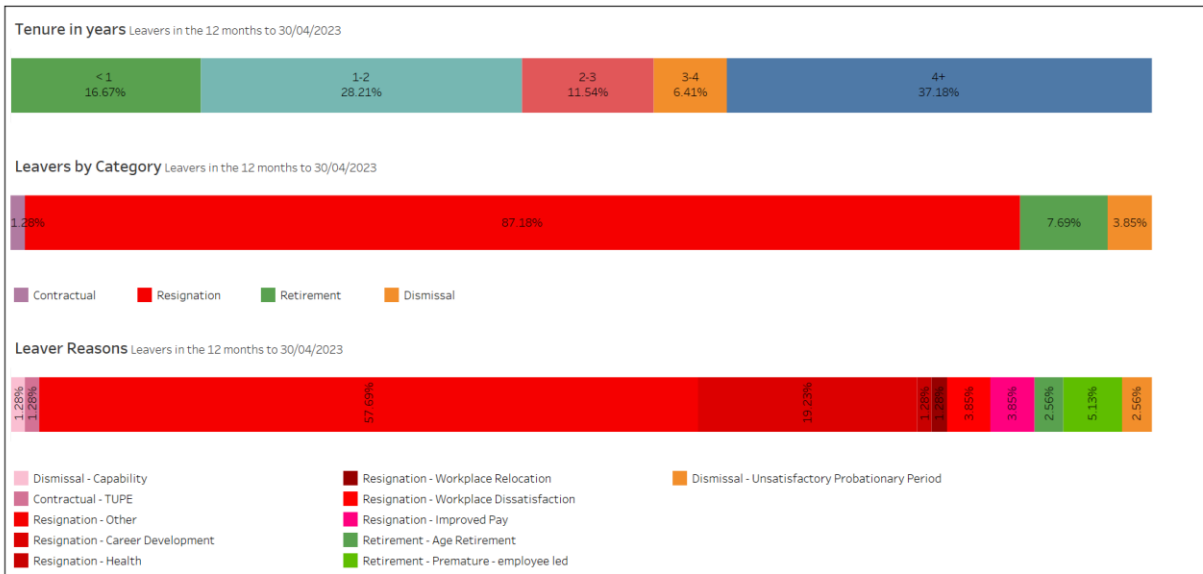
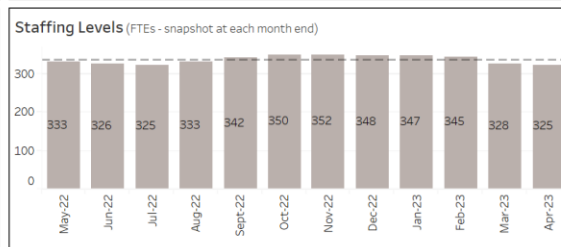
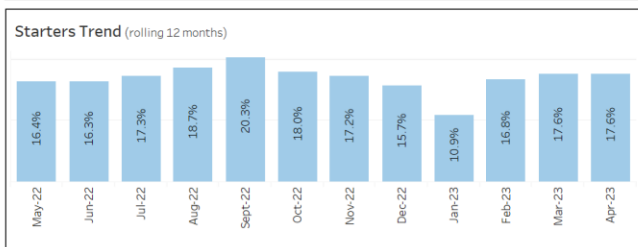
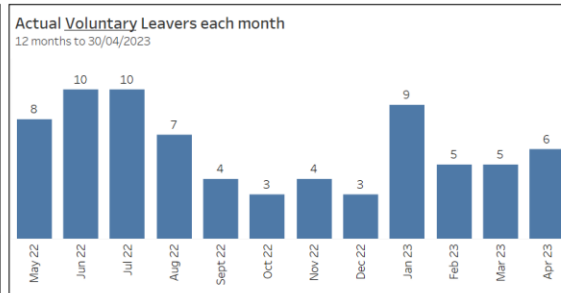
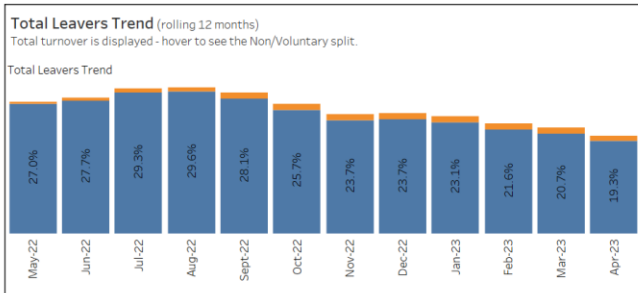
Category	Percentage
Contractual	1.43%
Resignation	85.71%
Retirement	8.57%
Dismissal	4.29%

**Leaver Reasons** Leavers in the 12 months to 30/04/2023

Reason	Percentage
Dismissal - Capability	1.43%
Dismissal - TUPE	1.43%
Resignation - Other	57.14%
Resignation - Career Development	18.57%
Resignation - Health	1.43%
Resignation - Workplace Relocation	1.43%
Resignation - Workplace Dissatisfaction	1.43%
Resignation - Improved Pay	4.29%
Retirement - Age Retirement	2.86%
Retirement - Premature - employee led	2.86%
Dismissal - Unsatisfactory Probationary Period	5.71%
Dismissal - Unsatisfactory Probationary Period	2.86%



- Social worker roles
- Advanced Social Worker
  - Senior Social Worker
  - Social Worker
  - Team Manager
  - Service Manager
- Quadrant: All
- Teams: All



## Foster Carer Turnover

Information is supplied annually to Ofsted in the form of a prescribed dataset.

Collection year	Total Number of households at 31 March	Number of places at 31 March	Number of Family and Friends households
2018	388	658	
2019	377	643	
2020	393	656	109
2021	398	662	113
2022	397	660	122

(Source: Ofsted Fostering Data Set Return)

<b>Fostering Households approved by fostering panel in year</b>	<b>2020-2021</b>	<b>2021-2022</b>	<b>2022 2023 (to 31/03/23)</b>
General foster carer	31	21	18
Friends and family carer	50	41	37
Fostering to adopt carer	2	4	-
Short breaks – children who are also looked after carer	1	2	-
Short breaks – children who are not otherwise looked after carer	3	0	-
<b>Total</b>	<b>88</b>	<b>62</b>	<b>55</b>

(Source: Surrey Fostering Panel Case Data)

<b>Collection year</b>	<b>Total Number of households deregistered by fostering panel</b>	<b>Number of mainstream fostering households</b>	<b>Number of connected person fostering households</b>
2020-2021	42	11	31
2021-2022	38	24	14
2022-2023	47	31	16

(Source: Surrey Fostering Panel Case Data)

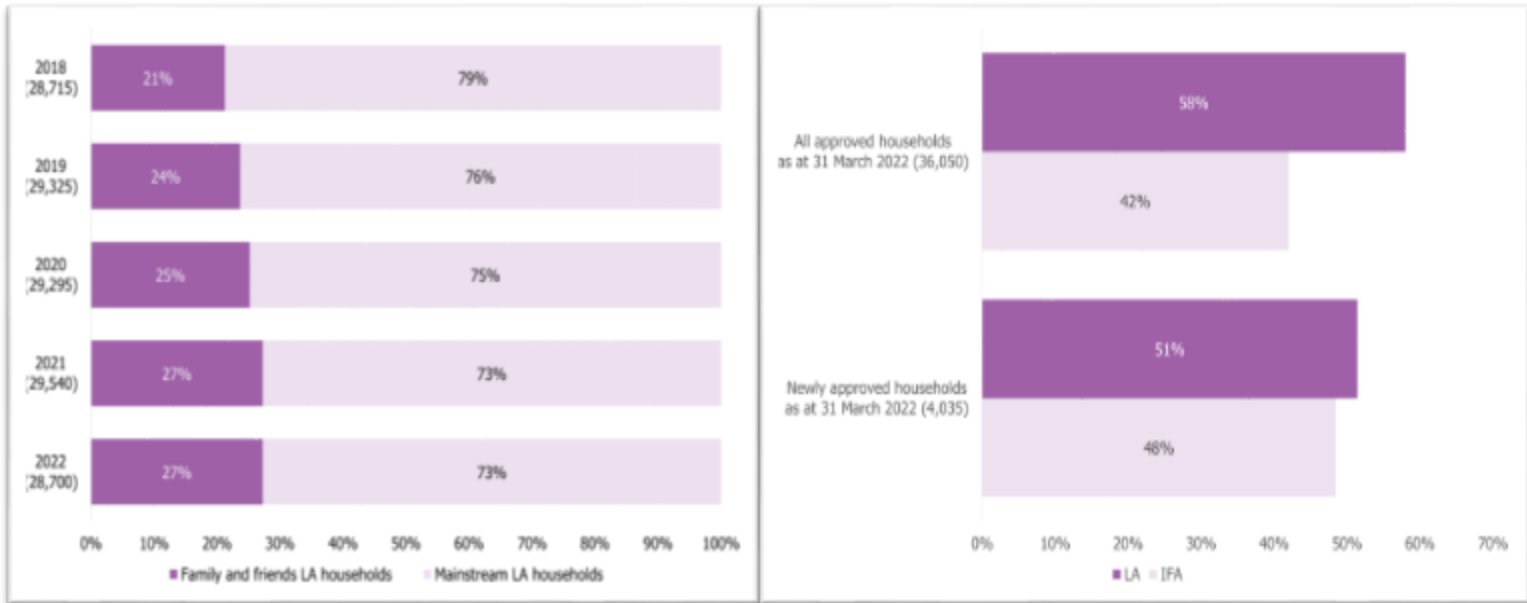
<b>Deregistration reason in 2022-23</b>	<b>Household numbers</b>
Resigned due to retirement	11
Resigned due to change of circumstances	14
Resigned due to difficulty fulfilling the fostering role	3
Resigned as child no longer looked after (Special Guardianship obtained)	8
Resigned due to impact of fostering on emotional well-being	1
Resigned as child no longer in their care	5
Resigned following standards of care investigation	1
Deregistered by the service as no longer suitable to foster	4

(Source: Fostering Service exit interviews and Fostering Panel Case Data)

### **National Statistics – Fostering in England April 21 – March 22**

Ofsted's statistical release covers 146 Local Authority fostering services and 282 Independent Fostering Agencies (IFA) for 1 April 2021 to 31 March 2022. It includes data about fostering households, foster carers, retention, recruitment and capacity.

There is an upward trend in fostering provision provided by family and friends households. Family and friends households made up 27% of all Local Authority fostering households as at 31 March 2022, an increase from 21% in 2017-18. Family and friends households accounted for 60% of households approved in-year that were still active on 31 March 2022, up slightly from 56% in 2017 to 2018. This type of household made up 60% of deregistrations by Local Authorities in the 2021 to 2022 period.



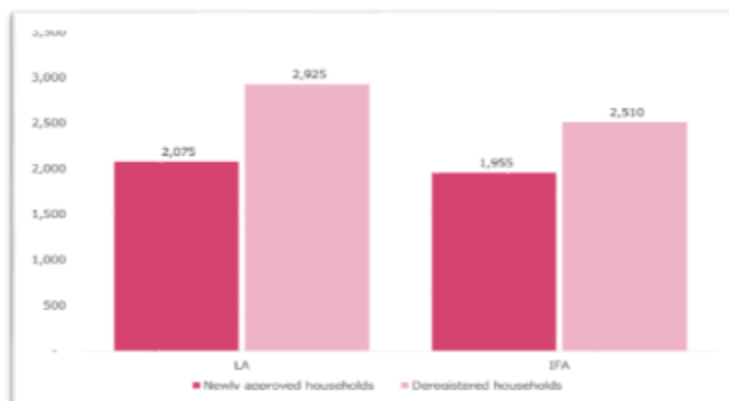
The number of **enquiries** about fostering rose in 2022 compared with previous years and over the past 5 years between 70% and 79% of these were made to IFAs. However there has been a downward trend in the number of **applications** for mainstream fostering over the last 5 years with only 6% of those making initial enquiries going on to make an application. The conversion rate remains different for the LA and IFA sectors. Actual applications were equivalent to 4% of initial enquiries for IFAs and 12% for LAs. For us, in Surrey, over the past 10 months, applications received are equivalent to 16% of initial enquiries.

For both sectors, applications are at their lowest level in several years. Local Authority applications have decreased by 22% since 2018.

Ofsted data shows that in 2021 to 2022, more mainstream fostering households deregistered (5,435) than were approved (4,035), leading to a net decrease in fostering capacity of 4% since 2018. However this masks a difference in the overall trend between the sectors, with IFAs seeing an increase of 3% in households since 2018, and Local Authorities seeing a decrease in capacity of 8% during the same period.

Of mainstream fostering households that held an approved status at some point during 2021 to 2022, 13% had deregistered by the end of the year (5,435 of 41,485).

Local Authority mainstream households tended to stay registered for longer than IFA households. Local Authorities reported that 31% of deregistrations were within 2 years of approval, while 28% had been with their services for 10 or more years. In contrast, a higher proportion of deregistrations were within 2 years among IFAs (34%), and a lower proportion had been registered for 10 or more years (15%).





## External Assessments

Area	Assessor	Situation in 2021	Situation in 2023
Children's services	Ofsted	Inadequate ( <a href="#">May 2018</a> )	<b>Requires improvement</b> ( <a href="#">Mar 2022</a> )
Youth offending team	HM Inspectorate of Probation	Inadequate ( <a href="#">Aug 2019</a> )	<b>Good</b> ( <a href="#">Mar 2022</a> )
In-house children's homes (Table 1)	Ofsted	70% Good or Outstanding	<b>78% Good or Outstanding</b>
Schools and AP (Tables 2 & 3)	Ofsted	Maintained: 96.1% Good or Outstanding Academies: 90.1% Good or Outstanding	Maintained: <b>95.1% Good or Outstanding</b> Academies: <b>87.6% Good or Outstanding</b>
SEND (local area inspection)	Ofsted & CQC	<b>Progress in 4 of 5 areas of weakness</b> identified in <a href="#">2016 (May 2019)</a>	Not yet reinspected
Adult learning	Ofsted	Good ( <a href="#">Jun 2016</a> )	<b>Good</b> ( <a href="#">Jun 2022</a> )

Table 1: SCC children's homes as of May 2023

SCC children's home	Previous inspection	Most recent inspection
SC405933	Outstanding ( <a href="#">Jul 2021</a> )	<b>Good</b> ( <a href="#">Apr 2022</a> )
1230411	Good ( <a href="#">Jul 2021</a> )	<b>Good</b> ( <a href="#">Feb 2023</a> )
SC370703	Improved effectiveness ( <a href="#">Interim Mar 2022</a> )	<b>Good</b> ( <a href="#">Mar 2023</a> )
SC040633	Outstanding ( <a href="#">May 2021</a> )	<b>Good</b> ( <a href="#">Mar 2023</a> )
SC040638	<b>Inadequate</b> ( <a href="#">Sept 2022</a> )	Monitoring visit <a href="#">Oct 2022</a>
SC040631	<b>Requires improvement</b> <a href="#">Nov 2022</a> )	Assurance inspection <a href="#">Mar 2023</a>
SC040642	Outstanding ( <a href="#">Apr 2021</a> )	<b>Good</b> ( <a href="#">Feb 2023</a> )
SC068827	Inadequate ( <a href="#">Dec 2022</a> )	<b>Good</b> ( <a href="#">March 2023</a> )
SC045408	Sustained effectiveness ( <a href="#">Interim Mar 2022</a> )	<b>Good</b> ( <a href="#">Nov 2022</a> )

### Non-SCC children's homes housing Surrey children as of April 2023

Ofsted grade	Percentage of homes in England	Number of Surrey children affected
Outstanding or Good	87.8%	85
Requires improvement to be good	2.7%	2
Newly registered/yet to be inspected	9.5%	8

NB In addition six children are housed in homes in Wales/Scotland, inspected by the Care Inspectorate.

## Schools and Alternative Provision

Who runs what in the sector as of May 2023:

	Primary	Secondary	Special	PRU
Maintained	155 (52%)	10 (17%)	12 (48%)	5 (63%)
Academies	144	48	13	3
Total	299	58	25	8

Table 2: Ratings for maintained schools

**Surrey** Ofsted Monthly Management Information: Data Tables  
 1 = Outstanding | 2 = Good | 3 = Requires Improvement | 4 = Inadequate.

Table Name: 30 Apr 2023  
 Data taken at end of: April 2023

Show Data As:  No. of Schools  No. of Students  
 School type at time: (All)  
 Current School Type: (Multiple values)

	Overall effectiveness <sup>1</sup>					Total	Inspected	Good or Outstanding	As a Percentage (G or O   R or I)	
	1	2	3	4	Not been inspected					
Nursery	1	3				4	4	4	100.0%	
Primary	22	124	7	1	1	155	154	146	94.8%	5.2%
PRU	2	3				5	5	5	100.0%	
Secondary	3	6	1			10	10	9	90.0%	10.0%
Special	6	6				12	12	12	100.0%	
Grand Total	34	142	8	1	1	186	185	176	95.1%	4.9%

	Overall effectiveness <sup>1</sup>					Total	Inspected	Good or Outstanding	As a Percentage (G or O   R or I)	
	1	2	3	4	Not been inspected					
Nursery	235	137	9	2		383	383	372	97.1%	2.9%
Primary	1,370	7,820	673	54	11	9,928	9,917	9,190	92.7%	7.3%
PRU	28	138	9	1		176	176	166	94.3%	5.7%
Secondary	84	497	70	8		659	659	581	88.2%	11.8%
Special	220	320	22	3	1	566	565	540	95.6%	4.4%
Grand Total	1,937	8,912	783	68	12	11,712	11,700	10,849	92.7%	7.3%

Table 3: Ratings for academies including free schools

**Surrey** Ofsted Monthly Management Information: Data Tables  
 1 = Outstanding | 2 = Good | 3 = Requires Improvement | 4 = Inadequate.

Table Name: 31 Jan 2023  
 Data taken at end of: January 2023

Show Data As:  No. of Schools  No. of Students  
 School type at time: (All)  
 Current School Type: (Multiple values)

	Overall effectiveness					Total	Inspected	Good or Outstanding	As a Percentage (G or O   R or I)	
	1	2	3	4	Not been inspected					
Null										
Nursery										
Primary	27	97	9	7	1	141	140	124	88.6%	11.4%
PRU	3					3	3	3	100.0%	
Secondary	13	31	2	1	1	48	47	44	93.6%	6.4%
Special	4	2	4	2	1	13	12	6	50.0%	50.0%
Grand Total	47	130	15	10	3	205	202	177	87.6%	12.4%

	Overall effectiveness					Total	Inspected	Good or Outstanding	As a Percentage (G or O   R or I)	
	1	2	3	4	Not been inspected					
Primary	1,010	4,666	643	349	121	6,789				
PRU	28	83	20	17	10	158				
Secondary	466	1,570	358	197	83	2,674	6,668	5,676	85.1%	14.9%
Special	135	189	35	36	65	460	148	111	75.0%	25.0%
Grand Total	1,639	6,508	1,056	599	279	10,081	2,591	2,036	78.6%	21.4%
							395	324	82.0%	18.0%
							9,802	8,147	83.1%	16.9%

NB Academies may not have been inspected since converting.