

MINUTES of the meeting of the **EDUCATION AND SKILLS BOARD** held at 10.00 am on 15 September 2016 at Ashcombe, County Hall, Penrhyn Road, Kingston upon Thames, KT1 2DN.

These minutes are subject to confirmation by the Board at its meeting on Thursday, 24 November 2016.

Elected Members:

(* Present)

- Mrs Liz Bowes
- * Mr Mark Brett-Warburton (Chairman)
- * Mr Ben Carasco
- Mrs Carol Coleman, Substituted by Mr Richard Wilson
- Mrs Clare Curran
- Mr Robert Evans
- * Mr Denis Fuller
- * Mr David Goodwin
- Mrs Margaret Hicks
- Mr Colin Kemp
- * Mrs Marsha Moseley (Vice-Chairman)
- * Mr Chris Norman
- * Mr Chris Townsend
- * Mr Richard Wilson

Co-opted Members:

(* Present)

- * Mr Peter Corns, Surrey Governors' Association
- Derek Holbird, Diocesan Representative for the Anglican Church
- * Mr Simon Parr, Diocesan Representative for the Catholic Church

Substitute Members:

(* Present)

- * Mr Richard Wilson

Members in attendance:

(* Present)

- * Mrs Clare Curran, Cabinet Member for Children and Families Wellbeing

49/16 APOLOGIES FOR ABSENCE AND SUBSTITUTIONS [Item 1]

Apologies were received from Liz Bowes, Carol Coleman, Robert Evans, Colin Kemp and Margaret Hicks.

Richard Wilson substituted for Carol Coleman.

Apologies were also received from Linda Kemeny and Mary Lewis.

50/16 MINUTES OF THE PREVIOUS MEETING: WEDNESDAY 8 JUNE 2016 [Item 2]

The minutes were approved as a true and accurate record of the previous meeting.

51/16 DECLARATIONS OF INTEREST [Item 3]

There were no declarations of interest made.

52/16 QUESTIONS AND PETITIONS [Item 4]

There were no questions or petitions received.

53/16 RESPONSES FROM THE CABINET TO ISSUES REFERRED BY THE SCRUTINY BOARD [Item 5]

There were no responses from Cabinet.

54/16 RECOMMENDATION TRACKER AND FORWARD WORK PROGRAMME [Item 6]

The Board noted and approved the recommendations tracker and forward work programme.

55/16 THE COMMUNITY LEARNING AND SKILLS SERVICE 2015/16 PERFORMANCE [Item 7]

Witnesses:

Paul Hoffman, Principal, Community Learning and Skills

Anu Chanda, Deputy Principal

Clare Curran, Cabinet Member for Children and Families Wellbeing

Declarations of Interest:

None

Key points raised in the discussion:

1. The Principal, Community Learning and Skills highlighted that the year 2015/16 had been a positive one for the service, citing that the service had received a Grade two "Good" performance rating from Ofsted, increased the number of adults enrolling on courses, and achieved a 100% pass rate for adults taking GCSE examinations. It was also noted that English and Mathematics courses were proving to be in

high demand, but that computing course enrolment had been in decline.

2. The Principal, Community Learning and Skills pointed out that safeguarding was a core focus for the service, highlighting that the service had recruited a new deputy safeguarding officer. The safeguarding leads were proactively challenging Community Learning Managers to prioritise this aspect of their work. It was noted Ofsted had reported good progress as a result of this, however, it was stressed that this would continue to be an area of focus for the service.
3. It was highlighted that apprenticeships would be a priority for the service in the coming year. This was a response to the introduction of the Apprenticeship Levy scheduled for April 2017. It was noted that the Apprenticeship Levy afforded a positive opportunity for the service to use its expertise more widely..
4. The Board queried some potential risks, pointing out possible issues with regard to future funding for the service. The Principal, Community Learning and Skills pointed out that there were future risks to funding, but that any specific funding issue would be speculation until any policy changes from the new government were known..
5. The Principal, Community Learning and Skills informed the Board that apprenticeship progress and monitoring would be included in the Key Performance Indicator report for the 2016/17 academic year and that target setting for the year would be shared with the Board when it was finalised.
6. Members queried what the changes would be occurring in the service as a result of Local Commissioning. Officers explained that, as a result of recent changes in central government, the effects to the service in the foreseeable future were difficult to ascertain. However, it was confirmed that Local Commissioning would be a consideration in strategic planning in future years.
7. Members raised the concern regarding the course charges and whether they represented good value for money for service users. Officers responded to this concern confirming that a balance had to be struck between value for money, course affordability and the service being able to fund itself. It was noted, however, that there was a Hardship Fund of £15,000 per annum in place for those who were unable to afford courses, in an effort to ensure that adults that wished to learn were not excluded. This was in addition to other fee remission offered by the service. It was noted that any excess of the Hardship Fund not utilised returned to the wider corporate budget. The service offered to provide the Board details regarding how the Hardship Fund

was utilised.

8. Members questioned which centres were subject to a short Ofsted inspection in 2016. Officers responded that the Woking, Molesey, Guildford and Camberley were all inspected and found to be providing good quality provision, ensuring that the service was not subject to a full inspection.
9. The Cabinet Member for Children and Families Wellbeing pointed out that high level strategic plans with regard to the service were being examined by Cabinet with a focus on how the service can support those with learning difficulties and support potential new employees.
10. The Board questioned what the profits for the service were and if monies generated were utilised to further improve the service. It was responded that £856,000 trading surplus was generated by the service. This was returned to the corporate budget and contributed to the organisations overheads and not held by the Service.
11. The Deputy Principal highlighted that the service was looking at new ways to deliver its service and that more scope for free courses to improve wellbeing, particularly those with mental health issues, were being planned.

Recommendations:

1. That the service returns with a high strategic planning document to reduce future risks to the service.
2. That the shares its Key Performance Indicators and Target Setting structure for the 2016-17 academic year.
3. That the service provide the Board information regarding the utilisation of the Hardship Fund in the year 2015/16.

56/16 SURREY EDUCATION IN PARTNERSHIP [Item 8]

Witnesses:

Simon Griffin, Programme Manager

Clare Curran, Cabinet Member for Children and Families Wellbeing

Declarations of Interest:

None

Key points raised in the discussion:

1. Officers explained to the Board that, while the publication of Educational Excellence Everywhere in March 2016 was a component in triggering the necessity for change, Surrey County Council had already identified that education provision in the county had to be redesigned in order to be sustainable. Officers highlighted a vision for co-designed education plans and particularly pointed out that necessity to deliver a high quality, inclusive and sustainable system for the future.
2. It was explained that Officers were beginning their engagement process with partners to determine the optimal way forward for the Council. Members queried who would be part of the engagement process. It was also highlighted that Officers were planning to attend meetings with school governing bodies, phase councils and other groups to gain insights as part of the consultation process.
3. It was pointed out that, in conjunction with schools, Further Education (FE) colleges would also be a part of the process. Members pointed out that business leaders and student groups should also be a part of the consultation process.
4. Officers highlighted that Surrey County Council had a pro-choice stance with regard to potential academisation and would support schools in making the right decisions locally in the best interest of their pupils. The council would also seek the views of schools and other partners on selective education as it considers the Government's recent proposals.
5. It was highlighted that Officers had just begun the consultation phase and that this was one part of the overall policy development process. It was noted that that this was an early phase of the process.
6. Members suggested that Officers would need to collate information regarding costs and risks to the service as a direct result of the potential changes to the service. Officers responded that the service was in its consultation phases, and that information relating to risk assessment and financial liability would be ascertained as part of the design and development phase in the first quarter of 2017.
7. Members highlighted positive aspects of the consultation phase, noting that it was crucial to building a sustainable relationship with schools in the changing environment.
8. Officers offered to circulate to the Board a future work programme of how the Board can work with the service with reference to the timescales provided.

Actions:

1. That a future work programme be worked upon with officers and Members of the Board.

Recommendations:

2. That progress regarding the consultation stage be reviewed by the Board at its next meeting.

57/16 DATE OF NEXT MEETING [Item 9]

The next public meeting of the Board was held Thursday 24 November 2016, County Hall at 10.00am.

Meeting ended at: 12.34 pm

Chairman



SURREY

Surrey Education in Partnership

Education and Skills Board

15 September 2016

What do we need to do?

1. Review Surrey's current education and skills system in the context of national policy and funding changes
2. Co-design a sustainable system
3. Manage the transition



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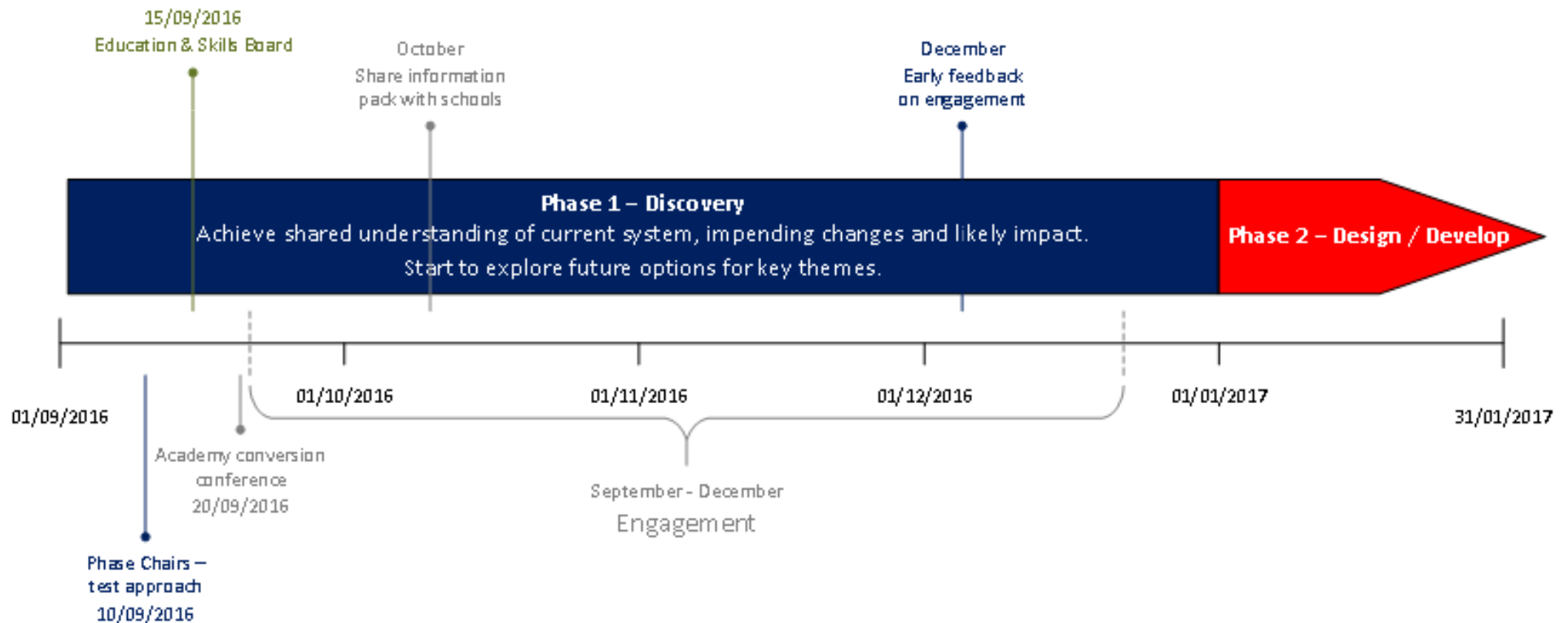
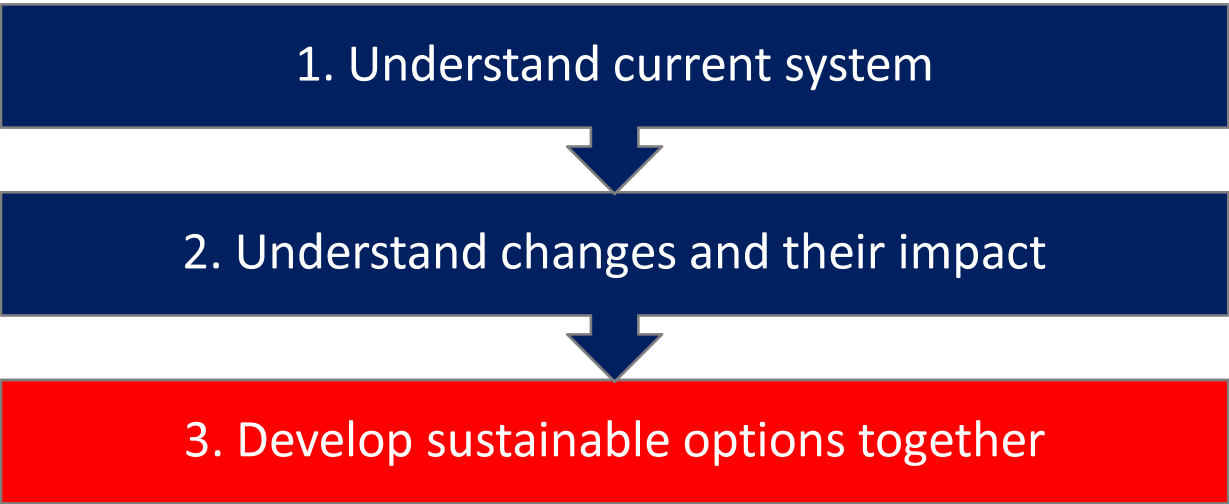
Why?

- We know things are changing:
 - Govt education policy is shifting roles and responsibilities
 - Education funding
- These changes make our current system unsustainable
- **Objective:** ensure Surrey's children and young people continue to have access to high quality, inclusive and sustainable education and training



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How?

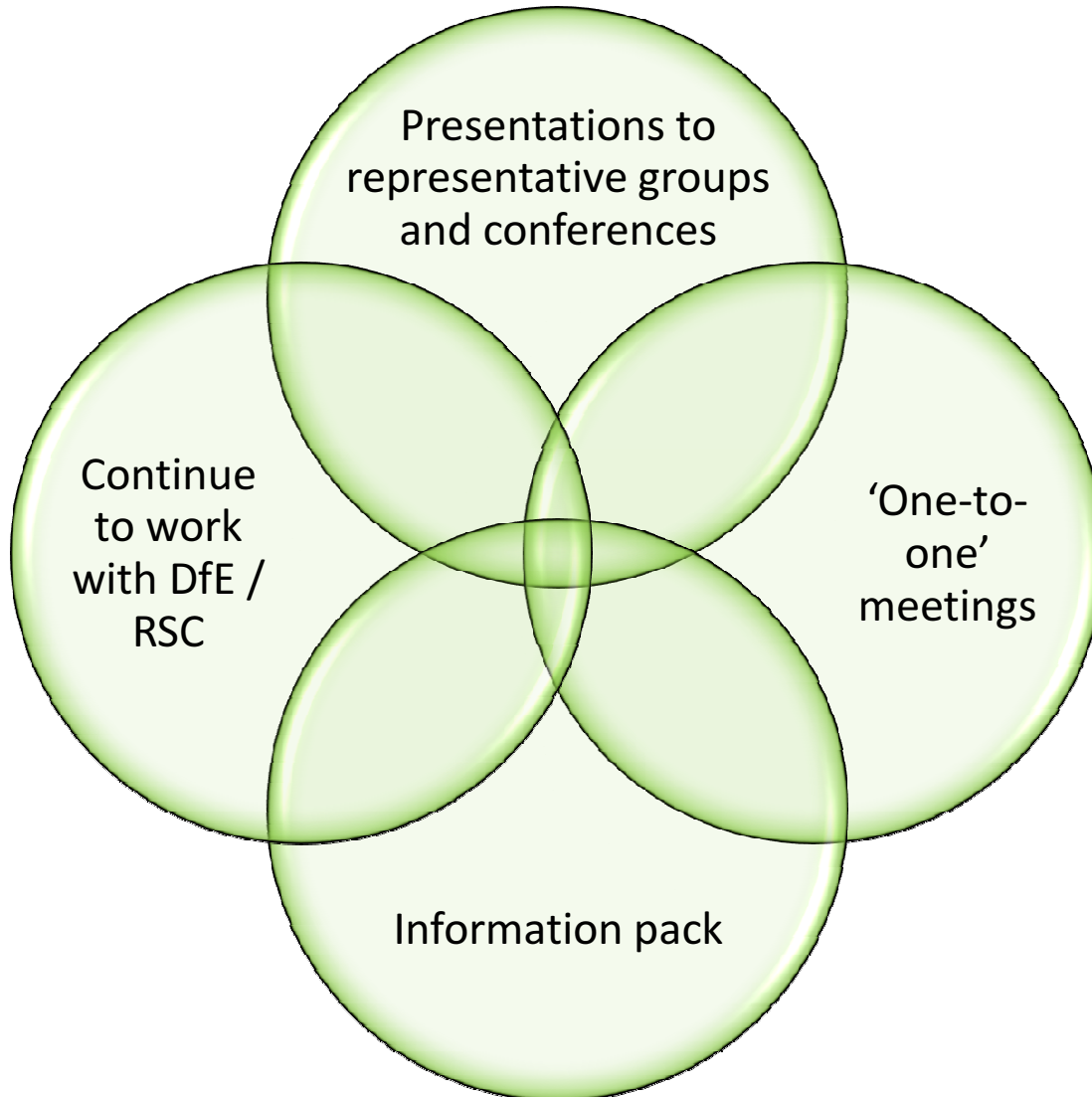


A strong, interdependent system...



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What does engagement look like?



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What are the key themes?



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School
Improvement

Achievement
of vulnerable
groups

Academisation

The LA role

Fairer
funding

Services to
schools

School
organisation

Devolution

Early Years

Improvement in partnership



How do we get there?

- Transition plan developed and delivered in partnership
– share information, identify need and develop trust
- Move to a schools-led, self-sustaining improvement system
- Monitoring and brokerage role for school-to-school support
- Link to Early Help, SEND and Inclusion strategies – working together to meet needs of children and families



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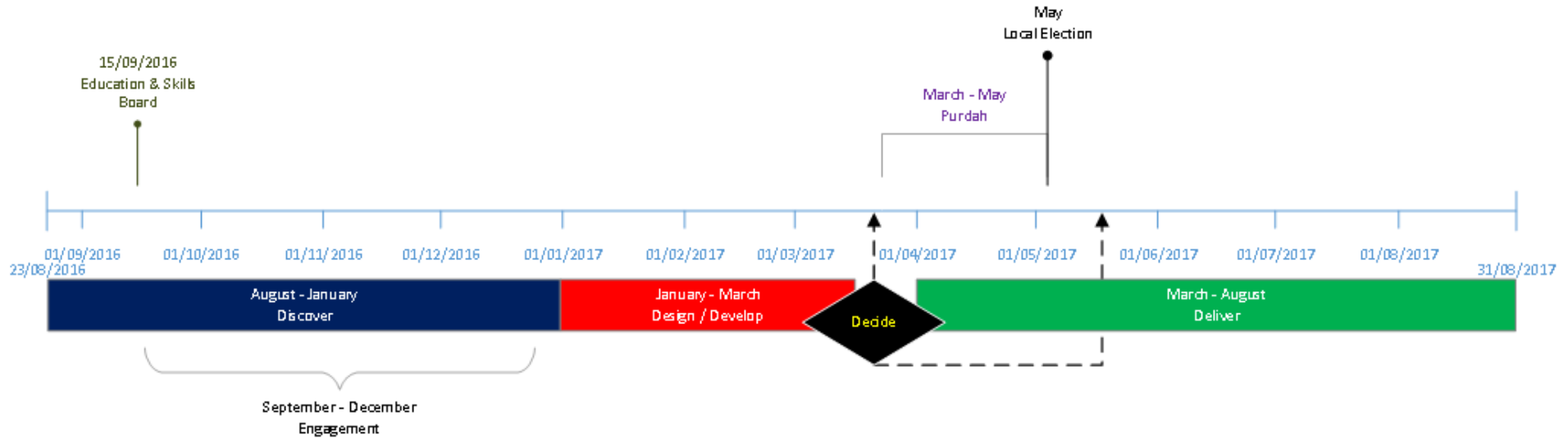


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What are the end products?

- Shared understanding: changes, their impact and current thinking
- Clearly defined roles and responsibilities
- Refreshed policies/strategy
- Interdependent system based on partnership
- Effective and sustainable support for schools
- All children have access to high quality education
- Raising achievement – vulnerable groups

Supporting this process



- **Engagement** – produce ‘body of knowledge’; support local conversations
- **Research** key areas of education to support development of options
- **Review** options
- **What else...?**

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