

<b>MEETING:</b>	Overview and Scrutiny Committee
<b>DATE:</b>	Wednesday, 28 March 2018
<b>TIME:</b>	2.00 pm
<b>VENUE:</b>	Council Chamber, Barnsley Town Hall

## AGENDA

### Administrative and Governance Issues for the Committee

#### 1 Apologies for Absence - Parent Governor Representatives

To receive apologies for absence in accordance with Regulation 7 (6) of the Parent Governor Representatives (England) Regulations 2001.

#### 2 Declarations of Pecuniary and Non-Pecuniary Interest

To invite Members of the Committee to make any declarations of pecuniary and non-pecuniary interest in connection with the items on this agenda.

#### 3 Minutes of the Previous Meeting (*Pages 3 - 6*)

To approve the minutes of the previous meeting of the Committee held on 6<sup>th</sup> March, 2018 (Item 3 attached).

### Overview and Scrutiny Issues for the Committee

#### 4 Barnsley Adult Skills and Community Learning Service (ASCL) (*Pages 7 - 24*)

To consider a report of the Executive Director (Core Services) and the Executive Director (Place) (*Item 4a attached*) in respect of Barnsley Adult Skills and Community Learning Service Ofsted Improvement Journey, including the Continuous Service Improvement Plan (*Item 4b attached*), a Performance Summary Extract (*Item 4c attached*) and Learner Case Studies (*Item 4d attached*).

#### 5 Scrutiny Task and Finish Group (TFG) Reports from 2017/18 (Reports for Information) (*Pages 25 - 44*)

To consider a report of the Executive Director Core Services (*Item 5a attached*) in respect of the Scrutiny TFGs on:

- Asset Management (*Item 5b attached*);
- Public Health (*Item 5c attached*); and
- Community Engagement (*Item 5d attached*)

Enquiries to Anna Marshall, Scrutiny Officer

Email [scrutiny@barnsley.gov.uk](mailto:scrutiny@barnsley.gov.uk)

To: Chair and Members of Overview and Scrutiny Committee:-

Councillors W. Johnson (Chair), P. Birkinshaw, G. Carr, Charlesworth, Clarke, Clements, K. Dyson, Ennis, Franklin, Frost, Gollick, Daniel Griffin, Hampson, Hand-Davis, Hayward, Lofts, Makinson, Mitchell, Phillips, Pourali, Sheard, Sixsmith MBE, Tattersall, Unsworth, Williams and Wilson together with co-opted Members Ms P. Gould, Mr M. Hooton, Ms J. Whitaker and Mr J. Winter and Statutory Co-opted Member Ms K. Morritt (Parent Governor Representative)

Electronic Copies Circulated for Information

Diana Terris, Chief Executive

Andrew Frostdick, Executive Director Core Services

Rob Winter, Head of Internal Audit and Risk Management

Michael Potter, Service Director, Business Improvement and Communications

Ian Turner, Service Director, Council Governance

Press

Witnesses

Item 4 – 2.00 pm

Matt Gladstone, Executive Director – Place

Anne-Marie Holdsworth, Adult Skills, Employability & Community Learning Manager

Vikki Annetts, Performance Improvement Manager, Adult Skills & Community Learning Service

Councillor Robert Frost, Cabinet Support Member, Place

<b>MEETING:</b>	Overview and Scrutiny Committee
<b>DATE:</b>	Tuesday, 6 March 2018
<b>TIME:</b>	3.00 pm
<b>VENUE:</b>	Council Chamber, Barnsley Town Hall

## MINUTES

### Present

Councillors W. Johnson (Chair), P. Birkinshaw, G. Carr, Clements, Ennis, Hampson, Hand-Davis, Hayward, Lofts, Makinson, Sheard, Tattersall, Unsworth and Wilson together with co-opted members Ms P. Gould, Ms J. Whitaker and Mr J. Winter and Ms K. Morritt

### 57 Apologies for Absence - Parent Governor Representatives

No apologies were received in accordance with Regulation 7(6) of the Parent Governor Representatives (England) Regulations 2001.

### 58 Declarations of Pecuniary and Non-Pecuniary Interest

Councillors G. Carr, Tattersall and Wilson declared non-pecuniary interests as they are Members of the Corporate Parenting Panel. Councillor Lofts declared a non-pecuniary interest as he is a Member of the Adoption Panel.

### 59 Minutes of the Previous Meeting

The minutes of the meeting held on 30<sup>th</sup> January 2018 were approved as a true and accurate record.

### 60 Update on the 0-19 Public Health Nursing Service

The following witnesses were welcomed to the meeting:

Julia Burrows, Director of Public Health  
Alicia Marcroft, Head of Public Health  
Tracy Letchford, Service Manager 0-19, Public Health  
Helen Mills – Healthy Child Programme Lead, Public Health  
Nicola Ellet – Specialist Community Public Health Nurse (Health Visitor)  
Alison Evans – Clinical Quality and Development Lead, Public Health  
Councillor Jim Andrews, Deputy Leader of the Council & Cabinet Spokesperson for Public Health

The report was introduced by the Director of Public Health. The Head of Public Health then explained that the report provided an update of the transition of the Health Visiting and School Nursing Services known as the 0-19 Public Health Nursing Service (0-19 PHNS) to Barnsley MBC. Members were made aware that a full staffing restructure had taken place and that staff had been given the opportunity to help shape the service structure and that the workforce structure had been co-

designed with staff and delivery partners where appropriate to ensure effective delivery of the Healthy Child Programme (HCP).

In the ensuing discussion, Members asked a number of questions and the following points were raised:

- Workshops have been held with staff to evaluate the impact of the new structure and model, which provided valuable information about how the service can be improved. The 'Family Star' model is being explored, which is a licensed programme to assess service users' journeys from initial contact through to intervention.
- Communication, particularly face to face, is always challenging, but barriers are being broken down to solve this problem. In terms of clinical records, although some systems do not 'talk' to each other, information sharing agreements are in place. System One will be further developed in the future which will improve access to clinical records.
- The multi-agency stakeholder group was established in June 2017 and a positive working relationship has developed across all stakeholders, including the CCG, GPs, Practice Managers, Maternity Services, Speech and Language, Early Years and Health and Social Care. The group met three times last year but is currently on hold whilst the Terms of Reference are being reviewed, with a view to being re-established. It was felt that Area Councils should be represented on the stakeholder group.
- The new staffing structure is now 'live' and all HCP leads are in place. A recent recruitment drive had proved to be very successful. Each Area Council has an assigned Lead Officer who will be making contact with Area Councils and developing closer working links. Now the service sits within BMBC this will be hugely beneficial as the same systems and processes will be used (e.g. IT), aligned to Public Health, which makes it easier and quicker to support vulnerable children.
- School readiness is a priority and improvements need to be made. Sharing of information and joint working between practitioners and schools at an early stage is essential. Children who are not school ready are identified in early years settings but this can be a problem when mandated contact ends and children don't access services – they can fall through the gap.
- Childhood obesity is also a priority. Children are weighed and measured at various stages and intensive work takes place with vulnerable families around healthy eating and physical activity.
- The Breastfeeding Service transferred to BMBC in April 2017. Promotional materials have been reviewed and the service will be driven forwards.
- The 0-19 Service is no longer classed as 'high risk' on the corporate risk register due to improved joint working. There are still some concerns around GPs and access to Health Visitors but communication is improving and working relationships are being built. All GPs have a named Public Health Nurse and an agreed referral route.
- A Project Lead has just been recruited to oversee the implementation of a clinical record system, which may take 12 months to fully implement due to the complexities of the project. It is expected that significant improvements will be made in the next 3 to 4 months.

- In terms of the Speech and Language Therapy (SALT) service, difficulties were experienced previously due to staffing problems but the service is now up to capacity and is taking referrals.
- There is a good relationship with CAMHS and options to increase access to psychological services are being explored. Lots of Future in Mind resources have been used in schools and there is a need to look at how this will be sustained when FIM resources are no longer there.
- Sexual health services for teenagers are being extended to 19 year olds and will include work around risk-taking behaviours.

**RESOLVED** that:

- (i) Witnesses be thanked for their attendance and contribution;
- (ii) Members will be provided with more information on the 'Family Star' service;
- (iii) Consideration will be given to Area Council representation on the Stakeholder Group.

## **61 Exclusion of the Public and Press**

**RESOLVED** that the public and press be excluded from the meeting during consideration of the following item, because of the likely disclosure of exempt information as described by the specific paragraphs of Part I of Schedule 12A of the Local Government Act 1972 (as amended) as follows:

<u>Item Number</u>	<u>Type of information likely to be disclosed</u>
62	Paragraph 2

## **62 Children's Social Care Reports**

The following witnesses were welcomed to the meeting:

Mel John-Ross, Service Director, Children's Social Care & Safeguarding  
Councillor Margaret Bruff, Cabinet Spokesperson for People (Safeguarding)

An introduction was given to the report circulated and a number of areas were discussed, including the following:

- Social Worker workloads and recruitment, including those in the Disabled Children's Team and Fostering and Adoption
- The increase in Early Help assessments and interventions
- Despite recent bad weather, families in need were still supported and assessments carried out within timescales.

Members were also provided with a briefing on the new Ofsted Inspection of Local Authority Children's Services (ILACS).

**RESOLVED** that

- (I) Representatives be thanked for their attendance and contribution;
- (II) The report be noted.

# Item 4

## Report of the Executive Director Core Services and the Executive Director Place to the Overview and Scrutiny Committee on 28<sup>th</sup> March 2018

### Report on the Adult Skills and Community Learning (ASCL) Service

#### **1.0 Introduction and Summary**

- 1.1 The purpose of this report is to provide the Overview & Scrutiny Committee (OSC) with an overview of the progress made and activity undertaken within Adult Skills & Community Learning (ASCL) since the inspection by the Office for Standards in Education, Children's Services and Skills (Ofsted) in December 2016.
- 1.2 This report also provides the OSC opportunity to follow up on their work undertaken as part of the 2015/16 Task and Finish Group (TFG) on Work Readiness. This included a visit to the ASCL Service to understand how they support our communities to progress into or towards employment.

#### **2.0 Background**

- 2.1 Adult Skills and Community Learning (ASCL) is a direct delivery service acting as a key component of the Employment and Skills continuum directly linked to economic development and community regeneration. Local delivery is targeted, in, for and with communities to maximise the potential to engage with those adults, families and communities of Barnsley who may need extra help and support.
- 2.2 The balance of delivery between adult skills and community learning evidences the Council's commitment to learning in and for communities and the transformational potential of learning in all its forms. Learning is widely acknowledged as being profoundly important to people's lives. It can help people gain personal satisfaction, development and fulfilment. For the low skilled and those with poor experiences of formal education, an informal, non-accredited first step can be an important stepping stone to further learning, qualifications and more rewarding work. It can help keep people mentally and physically active and independent into old age. It can also bring people and communities together.
- 2.3 A community learning model is used to fund, support and engage with disadvantaged individuals and groups, creating progression pathways towards the wider learning continuum, including, but not limited to skills-focused learning and employment. This funding is used to support those who have the greatest barriers to employment by building their self-confidence, raising aspiration and encouraging progression by enabling their participation in a universally accessible adult learning offer open to all residents of Barnsley.
- 2.4 The primary source of funding for the service is through the Adult Education Budget (AEB) from the Education and Skills Funding Agency (ESFA) – an executive agency sponsored by the Department for Education (DfE) - and the fees it generates directly from the individuals and businesses that access it.
- 2.5 The AEB is used to deliver skills and qualifications training for those adults with few or no qualifications and prioritises transferable skills (English, maths and ICT) to facilitate progression into or towards employment. Also, to deliver in vocational areas that support the development of the wider Council workforce (adult social care; supporting

teaching and learning in schools; early years practitioners; and business administration).

- 2.6 By accessing this public funding to support the delivery of learning interventions for adults aged 19+, the Service falls within the scope for inspection by Ofsted. This necessitates the completion of a self-assessment process as part of a quality improvement cycle to ensure quality of delivery and outcomes.

### **3.0 Ofsted Inspection**

- 3.1 During December 2016, the ASCL service was subject to a rigorous week of inspection activity involving learners, staff at all levels, managers, senior managers, partners and Elected Members.

- 3.2 Ofsted inspection grades are based on a provider's performance which can be judged to be:-

Grade 1	Outstanding
Grade 2	Good
Grade 3	Requires Improvement (formerly Satisfactory)
Grade 4	Inadequate

- 3.3 The inspection of ASCL resulted in an outcome of Grade 3: 'Requires Improvement' for 'overall effectiveness'. In addition, each of the four judgement areas of 'effectiveness of leadership and management'; 'quality of teaching, learning and assessment'; 'personal development, behaviour and welfare' and 'outcomes for learners' were also judged as 'Requires Improvement'. This judgement means that the Service will fall in to scope for inspection again within 12 to 24 months of the original inspection.

- 3.4 The Ofsted inspection identified the following:

#### **Key strengths**

- Leaders and managers lead highly effective partnerships which they use well to establish an adult learning curriculum that supports the most vulnerable and hardest to reach members of the community.
- Tutors plan and deliver a range of interesting and enjoyable learning activities that inspire learners so that they are keen to learn.
- Through attending programmes, adults improve significantly their confidence, communication skills, and employability skills.
- Managers and staff have established inclusive and welcoming environments where learners, many with significant barriers to participating, feel safe and motivated to learn.
- A high proportion of learners who take accredited vocational qualifications make good progress and gain the necessary skills and knowledge to achieve and progress to further learning or employment.

#### **Key Areas for Improvement:**

- Leaders and managers do not implement actions to improve the quality of teaching, learning and assessment and learners' outcomes quickly enough.
- Leaders and managers do not have access to sufficiently detailed data about learners' progress and achievements to enable them to identify areas for concern early enough, such as when learners fall behind schedule in their learning.



- Too few learners achieve their qualifications in English, mathematics, English for speakers of other languages (ESOL) writing skills, and information and communication technology (ICT).
- Tutors make insufficient use of information about learners' starting points or the progress that learners make to plan sufficiently challenging learning activities, particularly for the most able learners.
- Tutors do not explain clearly to adults on community and family learning courses the progress that they are making and, as a result, a minority of learners make slow progress.
- Staff do not reinforce sufficiently modern British values and how these relate to learners as citizens of Barnsley on their programmes.
- Staff do not develop learners' understanding of risks associated with radicalisation and extremism well enough.

## **4.0 Current Position**

- 4.1 As a result of the inspection, a detailed Service Improvement Plan was established, covering all the areas for improvement identified by Ofsted. This report is updated on a monthly basis and is used to monitor actions and progress across all judgement areas and as a basis for operational management meetings. A summarised version of this is attached as Item 4b and outlines the areas for improvement and a RAG (red, amber, green) rating regarding progress.
- 4.2 An Improvement and Governing Board, established in May 2017, has made the governance framework more robust by providing scrutiny and challenge to the Service as well as identifying and facilitating improvements required. The Board is made up of two Elected Members; BMBC officers – both strategic and operational; local and regional further education sector representatives; and a voluntary and community sector representative. Members of the Board have taken on specific areas of responsibility relating to the Common Inspection Framework which Ofsted and providers use as a basis to make judgements about the provision being delivered. Activities to challenge and validate reported progress have, and continue to be, undertaken on a regular basis.
- 4.3 Following the creation of the new governance structure, the Council's Internal Audit function has been commissioned to undertake a review of the Service focusing on the governance, controls and risk management arrangements associated with it. The scope of the audit was to provide assurance that there are appropriate and effective governance and performance management arrangements in place over the ASCL service. The positive outcome of the review has been reported to the Board with recommendations subsequently incorporated into the Service Improvement Plan.
- 4.4 To support the Improvement and Governing Board to effectively discharge their role, key performance data, including information relating to the quality of teaching, learning and assessment, is produced for each meeting. This enables the Board to rigorously challenge areas of under-performance.
- 4.4 A number of developments have been undertaken to ensure the conditions for success are created. This includes resolving issues relating to staff absence and performance, the creation of a new performance management framework and tools, and the introduction of a termly self-assessment review process. The self-assessment reports produced by subject leads reflecting quality of provision for 2016/17 indicated that progress towards sustained improvement was inconsistent and a clear impact on raising standards was not yet evident. Senior managers agreed to amend the self-

assessment process for 2017/18 to allow subject leads the opportunity to focus on key areas aligned to Ofsted's recommendations and review them on an ongoing basis rather than just a year-end assessment.

- 4.5 During January 2018, a minor restructure of the Service was completed with the commencement of a Lead Tutor Engagement and Wellbeing and a Performance Improvement Manager. This has resulted in strengthened management capacity to ensure the Service maintains a relentless focus on improving the quality of teaching, learning and assessment and the impact this has on outcomes for learners so that every learner in every subject and every lesson can be assured of a high quality experience which supports them to reach their full potential.
- 4.6 In the same month, subject leads were asked to prepare a position statement to evidence the progress within their areas from September 2017. A new proforma required them to focus on making judgements about key aspects of their provision with supporting evidence. As part of the quality assurance process, these position statements were moderated by senior managers. Based on the outcome of moderation more detailed reviews of childcare, ICT, engagement and wellbeing were undertaken to validate evidence and carry out lesson observations to evaluate the standard of teaching learning and assessment. Reviews of Maths and English have been deferred to the end of term 2 (March 2018) when it is anticipated that current absence issues affecting management capacity will have been resolved.
- 4.7 The reviews identified that good progress is being made in improving the quality of teaching, learning and assessment and the impact this has on the outcomes of learners. Quality assurance of the observation team has identified that all observers are making judgements in line with Ofsted requirements. This means that the emerging improvement in the quality of teaching, learning and assessment can be viewed as an accurate representation of the current quality of provision. Learners on courses are better able to articulate their understanding of British Values and the risks they face in modern life (including of radicalisation and extremism). The introduction of processes to support learner attendance and retention through earlier intervention by the learning support team will help individuals, many of whom have complex personal situations, to remain in learning and achieve their goals.
- 4.8 As an outcome of the review activity, it is clear that there is evidence of improvement but insufficient to support a self-assessment grade of 'Good' in all areas as yet. A performance summary extract from the ASCL Position Statement September to December 2017 is attached as Item 4c. This details the percentage of retention, achievement and attendance of learners in each subject area during this period in comparison with overall performance from the 2016/17 academic year.
- 4.9 Subject managers have maintained a focus on teaching, learning and assessment in line with the over-arching intention of the Service Improvement Plan but have not ensured that the evidence generated is sufficiently specific to demonstrate improvement in all areas identified by Ofsted (feedback, effective questioning and Spelling, Punctuation and Grammar). Activity in term 2 (January to March 2018) will ensure that this evidence is sufficiently specific to evidence the improvement required.
- 4.10 To demonstrate the wider impact that the service has on learners, Item 4d (attached) provides some case study example of learners who have attended courses and the impact this has had on both their personal life and improving their employment opportunities.

## **5.0 Future Plans & Challenges**

- 5.1 Providers judged as 'require improvement' at inspection are subject to 'support and challenge' visits before the full re-inspection. The Service has the first such visit planned for 20 March 2018.
- 5.2 The self-assessment review process for term 2 (April – March 2018) will commence in April and culminate in a review of English and Maths on 9<sup>th</sup> May. The outcomes of the review will inform the judgements made in the term 2 position statement.
- 5.3 Preparation for full re-inspection is ongoing and the Service remains on high alert for short-notice of commencement. It is likely that this will take place prior to December 2018. Performance data, the self-assessment report and in-year position statements will form the basis of the Lead Inspectors pre-inspection analysis of evidence. Accuracy is therefore important to show that the service is aware of its own strengths and weaknesses.
- 5.4 During the inspectors' visit, evidence-gathering will include observations of teaching, learning and assessment, as well as support arrangements, discussions with learners, scrutiny of learners' work and the arrangements made for them to gain experience of work. Inspectors may undertake some inspection activities jointly with the service's staff, such as visits to learning sessions, to evaluate the progress that learners are making.
- 5.5 The Service has to ensure that all staff work to progress the Service Improvement Plan and maintain a relentless focus on improving the quality of teaching, learning and assessment and the impact this has on outcomes for learners. This is so that every learner in every subject and every lesson can be assured of a high quality experience which supports them to reach their full potential.
- 5.6 Whilst the Service aspires to be an 'Outstanding' provider, its ambition is to improve from a judgement of 'Requires Improvement' to a judgement of 'Good' by the end of July 2018.

## **6.0 Invited Witnesses**

- 6.1 The following witnesses have been invited to today's meeting to answer questions regarding the ASCL Service:
  - Matt Gladstone, Executive Director – Place
  - Anne-Marie Holdsworth, Adult Skills, Employability & Community Learning Manager
  - Vikki Annetts, Performance Improvement Manager, Adult Skills & Community Learning Service
  - Councillor Robert Frost, Cabinet Support Member, Place

## **7.0 Possible Areas for Investigation**

- 7.1 Members may wish to ask questions around the following areas:
  - What is the key to improving service quality and how will you know if you have achieved it?
  - How are partners supporting the ASCL service to recruit and engage with potential learners e.g. schools and family centres?

- How does Barnsley ASCL service compare with others in relation to the Ofsted outcome and the issues requiring improvement?
- What value has the newly developed performance management framework added and what is it currently showing?
- When do you expect to see progress on the outstanding key actions rated as red and what are the reasons for them not being achieved on time?
- How are you using feedback to improve the service and to ensure that learners know how they are developing and where they need to improve?
- What support is available for learners with additional needs to help them achieve their full potential?
- How do you plan to improve achievements in the lowest scoring subjects?
- What are the barriers to improving the attendance figures and how do you plan to overcome these?
- What has been done to learn from best practice in further education establishments or other learning environments?
- Are there any actions which could be taken by Members to support the improvement of the ASCL service?

## 8.0 Background Papers and Links

- Item 4b – ASCL Service Improvement Plan Summary (attached)
- Item 4c - Performance Summary Extract from ASCL Position Statement September – December 2017 (attached)
- Item 4d – ASCL Case Studies
- ASCL Self-Assessment Report 2016/17 (available upon request)
- ASCL Ofsted Report (January 2017):  
<https://reports.ofsted.gov.uk/provider/files/2637307/urn/50609.pdf>
- Common inspection framework for education, skills and early years', Ofsted, August 2015:  
[www.gov.uk/government/publications/common-inspection-framework-education-skills-and-early-years-from-september-2015](http://www.gov.uk/government/publications/common-inspection-framework-education-skills-and-early-years-from-september-2015) .
- Further Education and Skills Handbook, Ofsted, for use from 9<sup>th</sup> February 2018:  
[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/683094/Further\\_education\\_and\\_skills\\_inspection\\_handbook\\_for\\_use\\_from\\_February\\_2018.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/683094/Further_education_and_skills_inspection_handbook_for_use_from_February_2018.pdf)
- BMBC Work Readiness TFG Report 2015/16:  
<http://barnsleymbc.moderngov.co.uk/documents/s8211/Task%20and%20Finish%20Group%20-%20Work%20Readiness%20-%20Adults.pdf>

## 9.0 Glossary

AEB	Adult Education Budget
ASCL	Adult Skills and Community Learning
BMBC	Barnsley Metropolitan Borough Council

DfE	Department for Education
ESFA	Education & Skills Funding Agency
ESOL	English for speakers of other languages
ICT	Information & Communications Technology
Ofsted	Office for Standards in Education, Children's Services and Skills

## **10.0 Officer Contact**

Anna Marshall, Scrutiny Officer (01226 775794)

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## Summary of the Adult Skills & Community Learning (ASCL) Continuous Service Improvement Plan: January 2018

### Overall Judgement: Reasonable Progress

This plan is intended to ensure the Adult Skills and Community Learning Service maintains a relentless focus on improving the quality of teaching, learning and assessment and the impact this has on outcomes for learners so that every learner in every subject and every lesson can be assured of a high quality experience which supports them to reach their full potential. Whilst the Service aspires to be an outstanding provider, its ambition is to improve from a judgement of "requires improvement" to a judgement of "good" by the end of July 2018.

This plan is mapped against the Ofsted recommendations and local improvements, with status shown against the actions which indicate whether sufficient progress is being made, i.e. the right amount of progress in the right direction at the right pace. Each section will be judged on a monthly basis using the key below to show how progress is measured.

Judgement Descriptors	
Insufficient Progress	Progress has been either slow or insubstantial or both, and the demonstrable impact on learners has been negligible
Reasonable Progress	Action taken is already having a beneficial impact on learners and improvements are sustainable and are based on through quality assurance procedures
Significant Progress	Progress has been rapid and is already having considerable beneficial impact on learners

Overall Progress Indicators (Recommendation/Improvement/Aspiration)	
A	Well ahead of performance target (Green)
B	Achieved performance target (Green)
C	Significant progress towards target (Amber)
D	Too early to assess (Amber)
E	Needs significant further action (Red)
F	Potential difficulties identified, currently not achieved (Red)
G	Target no longer relates to plan (White)

OFSTED Recommendation	Description	RAG Status/Progress
OFSTED Recommendation 1	Leaders and managers should ensure that improvement plans and the targets within them focus on the specific actions required to bring about swift improvements to the quality of teaching, learning and assessment and outcomes for learners in the areas where these are not good enough. (OFSTED Report, page 2, section 2, bullet 1)	B: Achieved performance target <ul style="list-style-type: none"> <li>• Self-Assessment Review Process</li> <li>• Service Improvement Plan used as a management tool</li> <li>• New post of Performance Improvement Manager</li> </ul>
OFSTED Recommendation 2	Leaders should ensure that managers and staff have access to sufficiently detailed and meaningful information about learners' progress on their courses and on to the next steps in their learning, and that they use this information to ensure that learners are on appropriate programmes and make the progress of which they are capable. (OFSTED Report page 2, section 2, bullet 2) Ensure managers have access to sufficiently detailed data about learners' progress and achievements to enable them to identify areas for concern early enough and can take swift action to bring about improvements (OFSTED report page 3, section 1 bullet 4)	C: Significant progress achieved towards target <ul style="list-style-type: none"> <li>• Attendance registers used to collect information on learner progress</li> <li>• Commissioning of bespoke learner tracking software</li> </ul>
OFSTED Recommendation 3	Leaders and managers should implement performance management and staff training activities more effectively to bring about improvements in the planning and delivery of weaker areas of the provision, particularly English, mathematics, ESOL and ICT, to increase the proportion of learners who achieve. Ensure that tutors are better able to plan learning activities so that learners on all courses make the progress of which they are capable based on their starting points. (OFSTED Report, page 2, section 2, bullet 3). Ensure managers who carry out observations of teaching and learning provide sufficiently detailed feedback to tutors on how they can improve their practice (OFSTED report page 3, section 1 bullet 3). Ensure sufficient staff development activities focus on improving teaching, learning and assessment (OFSTED report page 3, section 1 bullet 3)	C: Significant progress towards target <ul style="list-style-type: none"> <li>• Development, introduction and routine use of a new performance management framework and tools used as a basis for all activity</li> </ul>
OFSTED Recommendation 4	Leaders and managers must ensure that all tutors who deliver community education and family learning programmes understand and use the procedures for setting targets for learners and recording learners' progress and achievements effectively, so that adults improve the progress they make towards achieving their personal learning and progression targets. (OFSTED Report, page 2, section 2, bullet 4) Ensure all tutors explain clearly to adults on community education and family learning courses the progress they are making so that all learners make the progress they are capable of (OFSTED report page 5, section 2 bullet 2)	C: Significant progress towards target <ul style="list-style-type: none"> <li>• Revised processes for recognising and recording progress and achievement across the Engagement and Wellbeing (formerly community learning) offer</li> </ul>



OFSTED Recommendation 5	Improve tutors' skills and confidence in planning activities that increase learners' awareness of modern British society and life, and the risks associated with radicalisation and extremism, and how these relate to them as citizens of Barnsley. (OFSTED Report, page 2, section 2, bullet 5) Ensure staff reinforce modern British values or the risks associated with radicalisation and extremism sufficiently throughout, not just at the start of programmes. (OFSTED report page 6, section 1 bullet 3) Ensure learners attending venues other than Wellington House have as good an understanding as those who do attend programmes at Wellington House. (OFSTED report page 6, section 1 bullet 1)	C: Significant progress towards target <ul style="list-style-type: none"> <li>Extensive staff development on integrating Prevent and British Values into curriculum delivery</li> </ul>
Effectiveness of Leadership and Management 1	Ensure that all learners receive appropriate initial advice and guidance prior to joining courses or, once on courses, advice about their next steps. (OFSTED report page 3 bullet 6). Ensure learners on Family Learning programmes are provided with sufficient and timely advice and guidance so that they can make well-informed decisions about their next steps. (OFSTED report page 6, section 1 bullet 1)	E: Needs significant further action <ul style="list-style-type: none"> <li>Review of Information, Advice &amp; Guidance processes</li> <li>Development of systems to identify 'at risk' learners but currently delayed in full application therefore impeding progress</li> </ul>
Effectiveness of Leadership and Management 2	Establish reliable systems for monitoring learners' progression into further education, work or training once they have left their courses so that the effectiveness of provision in meeting learners' short-term and career aspirations can be fully reviewed (OFSTED report page 3 bullet 6)	F: Potential difficulties identified, currently not achieved <ul style="list-style-type: none"> <li>Delayed data collection for the 16/17 cohort is impacting on the timeliness of assessment of effectiveness</li> </ul>
Effectiveness of Leadership and Management 3	Elected members and senior leaders responsible for governance should receive sufficient detailed information to enable them to challenge rigorously areas of underperformance (OFSTED report page 4 bullet 4)	C: Significant progress towards target <ul style="list-style-type: none"> <li>Revised Governance arrangements introduced</li> <li>Reporting format developed with a focus on teaching, learning and assessment</li> </ul>
Effectiveness of Leadership and Management 4	Collaborate with employers and other partners to ensure that the range and context of the provision is aligned to local and regional priorities, remains appropriate and highly relevant, avoids duplication and supports the most vulnerable and hardest to reach members of the community.	B: Achieved performance target <ul style="list-style-type: none"> <li>Extensive partnership working to ensure priority groups are targeted</li> </ul>
Effectiveness of Leadership and Management 5	Deliver contract volumes, grow the business and ensure effective and efficient use of resources	F: Potential difficulties identified, currently not achieved <ul style="list-style-type: none"> <li>Declining learner numbers (reflecting national picture) has potential to impact on ability to realise full contract value</li> </ul>
Effectiveness of Leadership and Management 6	Ensure all learning environments and teaching, learning and assessment activities, are inclusive, accessible and welcoming so that all learners including those with significant barriers to participating feel safe and are motivated to learn.	B: Achieved performance target <ul style="list-style-type: none"> <li>Maintain focus on ensuring equality of access and opportunity</li> </ul>

Quality of teaching, learning and assessment 1	Ensure tutors' feedback on learners' work provides them with sufficient information about what they have done well and how they can improve their work (OFSTED report page 5, section 2 bullet 4)	F: Potential difficulties identified, currently not achieved <ul style="list-style-type: none"> <li>Limited evidence of positive impact following staff development activity. Evidence in classroom observations but scrutiny of learner work does not yet support this</li> </ul>
Quality of teaching, learning and assessment 2	Ensure tutors pay sufficient attention to identifying spelling, punctuation and grammar errors on learners' work. and to showing learners how to make corrections (OFSTED report page 5, section 2 bullet 4)	F: Potential difficulties identified, currently not achieved <ul style="list-style-type: none"> <li>Limited evidence of positive impact following staff development activity. Evidence in classroom observations but scrutiny of learner work does not yet support this</li> </ul>
Quality of teaching, learning and assessment 3	Improve tutors skills in effective questioning as a tool to thoroughly check learners' knowledge and understanding (OFSTED report page 5, section 2 bullet 5)	C: Significant progress towards target <ul style="list-style-type: none"> <li>Evidence of effective questioning in classroom visits</li> </ul>
Quality of teaching, learning and assessment 4	Ensure teaching learning and assessment caters well enough for the very different needs and abilities of learners so that all learners make the progress they are expected of (OFSTED report page 5, section 2 bullet 1)Ensure all tutors make sufficient use of information about learners' starting points or the progress they make to plan sufficiently challenging learning activities, particularly for the most able (OFSTED report page 5, section 2 bullet 1)Ensure all tutors monitor the progress that learners are making rigorously enough by focusing on ensuring learners work towards challenging targets and not just on meeting the minimum standards of the qualification they are undertaking (OFSTED report page 5, section 2 bullet 3)	C: Significant progress towards target <ul style="list-style-type: none"> <li>Staff development activity</li> <li>Review and development of initial assessment processes</li> <li>Evidence of improvement seen in observations of teaching, learning and assessment and in learning walks</li> </ul>
Quality of teaching, learning and assessment 6	Ensure the learning needs of all individuals are catered for by effectively identifying their support needs at the beginning of courses.	B: Achieved performance target <ul style="list-style-type: none"> <li>Review and refine process for identifying support needs</li> <li>Reporting of access to support volumes at service, team and individual tutor level</li> <li>Introduction of case conference approach</li> <li>Tutor forums</li> </ul>
Quality of teaching, learning and assessment 7	Ensure equality of opportunity and recognition of diversity are promoted through teaching and learning	B: Achieved performance target <ul style="list-style-type: none"> <li>Evidence of effectiveness observed through classroom visits and learner feedback</li> <li>Maintained focus on ensuring all activity is inclusive and accessible</li> </ul>

Personal development, behaviour and welfare 1	Improve learners' attendance at lessons so that they progress and achieve to their potential (OFSTED report page 6, section 1 bullet 1)	F: Potential difficulties identified, currently not achieved <ul style="list-style-type: none"> <li>Improved accuracy of attendance reporting</li> <li>Some areas still showing attendance issues</li> </ul>
Personal development, behaviour and welfare 2	Ensure learners receive high quality personal support which facilitates the removal of their personal barriers to success and supports the development of employability skills so that they are well prepared for the next stage of their education, employment or self-employment	C: Significant progress towards target <ul style="list-style-type: none"> <li>Development of the learner services brand</li> </ul>
Personal development, behaviour and welfare 3	Ensure learners follow guidelines for behaviour and conduct, know how to raise any concerns they have about their safety and understand relevant risks (abuse, sexual exploitation and extremism, including when using the internet and social media).	C: Significant progress towards target <ul style="list-style-type: none"> <li>Universal promotion and application of learner code of conduct</li> </ul>
Personal development, behaviour and welfare 4	Promote a positive culture across the organisation through demonstrating pride in achievement, respect for others and commitment to learning, personal development and wellbeing so that learners are well prepared to contribute to wider society and life in Britain	C: Significant progress towards target <ul style="list-style-type: none"> <li>Review and development of learner feedback mechanisms</li> </ul>
Outcomes for learners 1	Increase the proportion of learners who achieve English and mathematics functional skills qualifications and ensure that functional English learners progress equally as well those undertaking functional maths (OFSTED report page 6, section 2 bullet 1) Increase the proportion of learners who gain the skills and knowledge they need to achieve full qualifications in ICT (OFSTED report page 6, section 2 bullet 2) Increase the proportion of learners who achieve qualifications in ESOL (OFSTED report page 6, section 2 bullet 3)	D: Too early to assess <ul style="list-style-type: none"> <li>Routine monthly monitoring at qualification aim level but will not see full impact until the end of the academic year when exam results are received</li> </ul>
Outcomes for Learners 2	Ensure tutors delivering programmes for learners with learning difficulties and disabilities plan activities sufficiently well to cater for the very broad range of learners' abilities so that all learners make the progress of which they are capable (OFSTED report page 7 bullet 1)	E: Needs significant further action <ul style="list-style-type: none"> <li>Review of Learners with Learning Difficulties &amp; Disabilities (LLDD) structure</li> <li>Realignment of delivery</li> <li>Further development required to ensure learners are always in the best provision to meet their needs</li> </ul>

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## Extract from Adult Skills &amp; Community Learning Position Statement – Summary Performance

Term 1: September - December 2017 (2017/18 Academic Year)

2017/18	Target	Service Total	English	ESOL	Maths	ICT	Living & Working with Children	Communication
Retention	96%	97%	95%	98%	96%	92%	99%	100%
Achievement (no of results in scope: Enrolment to date)	91%	90% (930:2134)	14% (9:180)	33% (7:130)	64% (40:249)	76% (79:230)	98% (64:255)	0% (2:23)
Attendance	85%	88%	90%	87%	87%	88%	93%	86%

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2017/18	Employability	Engagement & Wellbeing (Family Learning)	Engagement & Wellbeing	BMBC Services	Independent Living
Retention	100%	97%	96%	100%	100%
Achievement	100% (235:563)	93% (235:484)	82% (122:369)	100% (12:30)	89% (53:116)
Attendance	72%	91%	90%	83%	86%

2016/17	Service Total
Retention	95%
Achievement	90%
Attendance	76%

## Definition

<b>Retention</b>	The percentage of those who have enrolled, to date, and have stayed to the end to complete the learning aim
<b>Achievement</b>	The percentage of enrolled learners who have reached their end date and achieved the intended learning aim. Not all enrolments are due to complete within the period and are not included. This indicator is also affected by the number of learners who withdraw from the course, particularly at the beginning of the year (eg. English 180 learners enrolled; 9 reached their end date; 14% of the 9 achieved the intended learning)
<b>Attendance</b>	The rate of attendance based on the number of available sessions within the period

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## Adult Skills & Community Learning Case Studies

### Case Study: Learner 1

Learner 1 came onto an Entry level 3, five week Early Years course. They have severe mental health issues and physical disabilities which cause regular pain. They have been supported to progress and enrol onto a Level 2 Early Years course. Learner 1 completed the course with help from tutors and by the end of the course had found confidence, and the courage to come out of an abusive relationship. They did this with the additional help signposted to by tutors.

Learner 1 has four children (three of them have physical and mental health issues), has made a new life as a single parent and due to new found confidence has opened a playgroup targeted towards supporting parents with children who have additional needs. Learner 1 has enrolled on Level 3 and is due to complete next week. They are accessing specialist courses to support their work and help for parents and have just been accepted for a university placement. Learner 1 constantly emphasises the fact that ASCL was the motivating factor in helping to turn their life around.

### Case Study: Learner 2

Learner 2 was a cleaner in school. They had helped in the classroom occasionally and decided to train as a Teaching Assistant. Whilst on the course their marriage broke down. Learner 2 still kept coming to classes and peer support was the source of "the one bit of sanity I have at the minute". Learner 2 also had three part time jobs.

Learner 2 got behind with their work and the accumulation of problems ended up with them being on antidepressants. After a meeting with the tutor and subject lead, a package of support was put in place. Learner 2 was advised to access employability support and start applying for teaching assistant jobs. It was also agreed that if they couldn't get to class, they would have additional support to catch up outside of class, including access to evening support after work. Learner 2 was worried as they had no childcare support in the evening, so it was arranged that the child could come with them while they accessed 1-1 support. Learner 2 caught up and completed the course and has now secured a Teaching Assistant role.

### Case Study: Learner 3

In September 2013, Family Learning delivered a 5 week 'Playing with Language' course at a local primary school aimed at parents with children in Foundation. The school encouraged Learner 3 to join. They knew some parents who were going so decided to go and see what it was about. Learner 3 really enjoyed it and the group asked to do more.

Learner 3, along with other parents completed a number of Family Learning courses during 2013-14 to support their child's learning of English and maths and develop their own skills. The group were feeling more confident and could see improvements in their child's learning. "My child looked forward to the games and activities I brought home every week. They could see I was enjoying learning too". By the end of the year, Learner 3 had achieved a unit of accreditation in English and maths and was ready for the next step. "I left school with no qualifications and started work in the family business. The Family Learning courses in school have made me realise I can do it. I want to carry on and get more qualifications".

Learner 3 continued their learning at Wellington House in 2014-15 and achieved Level 1 in maths and English. They started to volunteer in their child's school and used it as their placement to achieve a Level 2 certificate in Children & Young People's Workforce.

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# Item 5

## Report of the Executive Director Core Services to the Overview & Scrutiny Committee on 28<sup>th</sup> March 2018

### **Overview and Scrutiny's Task and Finish Group (TFG) Work Reports** **– Cover Report**

#### **1.0 Introduction and Summary**

- 1.1 During the 2017/18 municipal year, 3 Overview and Scrutiny Task and Finish Groups (TFGs) have undertaken investigations into local provision with regards to a variety of services. To promote the work of the TFGs and increase Members' awareness of different services in the Borough, the reports have been brought to the Overview and Scrutiny Committee for information.
- 1.2 As shown in Item 5b, the 'Asset Management TFG' was carried out by Councillor Paul Hand-Davis (TFG Lead Member), Councillor Phil Birkinshaw, Councillor Malcolm Clements, Councillor Jeff Ennis, Councillor Wayne Johnson, Councillor Caroline Makinson and Councillor Sarah Tattersall. The group specifically considered: developments; community asset transfers (CATs); actions taken as a result of the Grenfell incident; and energy efficiency. Recommendations regarding this work are outlined in section 6 of the report.
- 1.3 As shown in Item 5c, Councillor Gill Carr (TFG Lead Member), Councillor Jeff Ennis, Councillor Annette Gollick, Councillor Wayne Johnson, Councillor Pauline Phillips, Councillor Margaret Sheard, Councillor Sarah Tattersall and Co-opted members Pauline Gould and John Winter undertook an investigation into Public Health. The work considers both the priorities in the current 2016-18 Public Health Strategy as well as the future priorities of 'Alcohol', 'Food' and 'Emotional Resilience'. Recommendations in relation to this work are outlined in section 6 of the report.
- 1.4 Item 5d outlines the work of the Community Engagement TFG which was carried out by Councillor Gail Charlesworth (TFG Lead Member), Councillor Daniel Griffin, Councillor Wayne Johnson, Councillor Sarah Tattersall, Councillor Kevin Williams and Councillor John Wilson. The report acknowledges the group's involvement in the development of specific work around the Council's community engagement activity as well as makes a number of recommendations which are outlined in section 5 of the report.

#### **2.0 Background Papers**

- Item 5b (attached) – Asset Management TFG Report
- Item 5c (attached) – Public Health TFG Report
- Item 5d (attached) – Community Engagement TFG Report

#### **3.0 Officer Contact**

Anna Marshall, Scrutiny Officer, 20<sup>th</sup> March 2018

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**BARNSELEY METROPOLITAN BOROUGH COUNCIL (BMBC)**

**This matter is not a Key Decision within the council's definition and has not been included in the relevant Forward Plan.**

**Report of the Executive Director  
Core Services**

**SCRUTINY TASK AND FINISH GROUP (TFG) REPORT ON  
BMBC'S ASSET MANAGEMENT**

**1. Purpose of report**

- 1.1 To report to Cabinet the findings of the Overview & Scrutiny Committee (OSC) from the investigation undertaken on its behalf by the Asset Management Task & Finish Group (TFG). The group specifically considered: developments; community asset transfers (CATs); actions taken as a result of the Grenfell incident; and energy efficiency.

**2. Recommendations**

- 2.1 **That Cabinet considers the conclusions and recommendations set out in section 6 as a result of the TFG's review of Asset Management in Barnsley.**

**3. Introduction/Background**

- 3.1 As part of its work programme the OSC agreed to undertake a TFG investigation of the Council's Asset Management. Given the Council's new Asset Management Strategy 2017-2020 had recently been agreed by Cabinet (Cab.31.5.2017/8) and the Grenfell Tower fire incident on 14<sup>th</sup> June 2017, the OSC felt it was an opportune time to provide overview and scrutiny of this area of work.
- 3.2 The members of the TFG who undertook this investigation included the following: Councillor Paul Hand-Davis (TFG Lead Member), Councillor Phil Birkinshaw, Councillor Malcolm Clements, Councillor Jeff Ennis, Councillor Wayne Johnson, Councillor Caroline Makinson and Councillor Sarah Tattersall.

**4. What the Task & Finish Group (TFG) looked at**

- 4.1 Initially, the TFG met to consider the scope of the investigation, which included receiving an overview presentation of the Council's Asset Management Strategy 2017-2020. This gave the group a broader understanding of the management of the Council's Assets, following which they selected to undertake more detailed investigation with regards to: 'the developer's view' of the borough and affordable housing; CATs; actions and implications of the Grenfell Tower fire; and energy efficiency of Council assets.
- 4.2 The TFG undertook a number of 'check and challenge' sessions with relevant officers from both the Council and Berneslai Homes regarding the work being carried out and future plans. In addition to these sessions, the TFG also visited two examples of where CATs had been undertaken which included Penistone Leisure Centre and Athersley Community Shop.

## **5. What the Task & Finish Group found**

- 5.1 The TFG challenged the availability of affordable housing in the borough and what is being done to increase this. The group received a presentation which explained the challenges and variables with regards to this including how developers view the borough, the challenges of building in the current climate as well as considerations regarding commercial developments. The TFG were reassured by evidence of the work being done to maximise the benefits of developments in the borough for residents as well as the economy. This included activities requiring several years of investment both financially but also in building relationships with external agencies.
- 5.2 With regards to CATs, the group were given a detailed presentation on the variety of forms this can take. This included an overview of the existing policy as well as an outline of the proposals for the new policy for the period 2017-2020; the plans for which are to encourage CATs to be undertaken. The TFG were keen to ensure that groups are well-informed before they undertake a CAT and receive guidance on where they can seek continuing support from, such as regarding particular aspects of the law. The group found that innovative work is being undertaken to consider each CAT on its own merits, thereby ensuring appropriate safeguards are in place depending on the circumstances. The TFG welcomed the clarity provided with recent CATs regarding the long-term maintenance of assets however raised concerns that this may need to be re-visited for CATs undertaken historically.
- 5.3 The group undertook site visits to Penistone Leisure Centre and Athersley Community Shop which were varying examples of existing CATs. At Penistone Leisure Centre the TFG were impressed by the work undertaken by volunteers and the support which had been provided by both individuals and businesses in the local community to maintain this community asset. The TFG were able to learn about the challenges of undertaking a CAT and what the Council could put in place to support this process in future. The TFG were also able to make suggestions to the volunteers regarding potential ideas and support services they had not yet accessed.
- 5.4 On visiting Athersley Community Shop the group learned how this CAT had been undertaken as a partnership amongst local professional organisations. The TFG were inspired by the work being undertaken and the opportunities CATs can provide. In terms of the CAT process, the group were made aware of the challenges of this even when professional organisations were involved which could call on resources such as expert financial advice within their own organisations. Those involved were keen to highlight that those proposing to undertake a CAT need to be aware of the timescales involved and that this cannot be done overnight given the legal and governance requirements.
- 5.5 Further to the Grenfell Tower fire incident, the group met exactly 6 months to the date since the disaster to provide check and challenge to work that had been undertaken in Barnsley as a result. The TFG were reassured that checks had been carried out both as expected and in addition, immediately, on all relevant buildings. Proactive communication had been provided to residents and there was evidence of effective partnership working amongst local organisations. The TFG were advised that all of the current buildings and checks undertaken met with current regulations; however, given the ongoing enquiry into the Grenfell disaster, some of these may change. To avoid wasting resources, the relevant organisations advised that they are awaiting the outcome of the Grenfell enquiry and any potential new national guidance before they take action to make any changes to either the fabric of buildings or inspection regimes.

- 5.6 In relation to Energy Management, the TFG were given an overview of this dedicated theme within the Asset Strategy to: minimise energy consumption; promote energy efficient building design; promote renewable energy; and low carbon technology. The group critiqued the work being undertaken and understood the challenges faced due to limited data. The group welcomed the innovative initiatives already put in place as well as future plans being considered including work to encourage staff behaviour change and implementation of the latest building technology.

## **6. Recommendations**

- 6.1 During the investigations, the TFG members made a number of suggestions and recommendations regarding the work being undertaken which the services were able to consider as part of their work. In addition to these suggestions, the TFG recommends the following:

6.2 **Recommendation 1: The presentation on ‘the developer’s view’ of the borough be delivered to the Planning Regulatory Board**

The TFG benefitted from a greater understanding of ‘the developer’s view’ of the borough and the considerations made to determine the value of sites. The group felt that sharing this presentation with Planning Regulatory Board Members would assist them further in their decision making.

6.3 **Recommendation 2: Clarity is sought regarding maintenance of historical CATs**

To ensure the sustainability of existing CATs, the TFG recommend that clarity is provided regarding the responsibility for maintenance of assets. In support of this, advice should also be given of potential sources of funding which relevant groups could apply for.

6.4 **Recommendation 3: BMBC should undertake cyclical maintenance inspections of CATs**

In the interests of health and safety, the TFG recommend that inspections are undertaken of CATs to ensure they are safe for the public to continue to use. Given that CATs may be undertaken by local volunteers who may not necessarily be well-versed in all of the relevant regulations, visits by BMBC will help ensure the health and safety of all those involved.

6.5 **Recommendation 4: A quick reference/tick sheet guide is provided in the new CAT policy documentation**

Having learned from the experiences of those involved in undertaking a CAT, the TFG recommends that a summary guide is developed which highlights the key considerations groups need to account for before they undertake a CAT and where they can seek support. This should include for example plans for building maintenance, relevant guidance on health and safety law and employment law, sustainability considerations as well as advising on the potential timescales involved in undertaking a CAT. Similarly it would be helpful to point groups towards both local and national organisations and useful websites which may be able to provide support.

6.6 **Recommendation 5: Communication efforts with regards to fire safety are targeted at those in residential complex buildings**

Given the increased risks where buildings are in multiple occupancy, the TFG recommends that communication activity is targeted at those residents. Specific examples include warning them of the dangers of purchasing cheap electrical goods, such as phone chargers, which may not meet modern safety standards. Every individual needs to be responsible for their own health and safety, however additional

support may be required for those with disabilities or where English is an additional language to ensure they are aware of fire safety and evacuation procedures.

**6.7 Recommendation 6: BMBC adopts the ISO 50001 standard for Energy Management Systems**

To ensure BMBC maximises its energy efficiency and to make sure that energy considerations are embedded in all of the Council's policies the TFG recommends the adoption of this standard. By undertaking this, the Council will be able to improve its energy performance, make cost savings and help reduce its carbon footprint.

The TFG would like to take this opportunity to thank all those who provided information and assisted with the TFG's investigation.

**7. Implications for local people / service users**

7.1 Effective management of the Council's Assets is essential for local people and service users. The check and challenge provided to services by the TFG helps ensure appropriate services and plans are in place to support our communities whether this is regarding fire safety, provision of buildings or efficient energy use.

7.2 The proposals to increase the use of CATs provide opportunity for local groups to manage local assets. The TFG's recommendations are in support of this and will help to make this process easier in future.

**8. Financial implications**

8.1 There are no specific financial implications, although in responding to the recommendations in the report, the financial implications of these would need to be fully assessed by the appropriate services responding.

**9. Employee implications**

9.1 There are no specific employee implications, although in responding to the recommendations in the report, the employee implications of these would need to be fully assessed by the appropriate services responding.

**10. Communications implications**

10.1 The opportunity for CATs to be undertaken needs to be promoted within communities, which Elected Members can highlight as an option as appropriate. In support of this, it is important however that information regarding this is clear and easy to access so that those considering this as an option are aware of what they will be undertaking.

10.2 Recommendation 5 in the report requests that fire safety information is targeted at specific groups to both reduce the risk of fires as well as ensure those who may be vulnerable in an emergency situation are proactively communicated with.

**11. Consultations**

11.1 Consultations have taken place with the Asset Management TFG, Councillor Alan Gardiner, Councillor Roy Miller, Council Officers Jeremy Sykes, Tim Hartley, Tanya Hunter, George Lee, Simon Dobby, Phillip Spurr and Paul Stelling, Steve Davis from Berneslai Homes, the Council's Senior Management Team as well as representatives from Penistone Leisure Centre and Athersley Community Shop.

## **12. The Corporate Plan and the Council's Performance Management Framework**

- 12.1 As outlined in the Corporate Plan, the three priorities for Barnsley are: a thriving and vibrant economy, strong and resilient communities; and citizens achieving their potential. The Council's Asset Management Strategy 2017-20 sets out how it will support each of these outcomes for example by reducing costs, increasing income and enabling communities to develop assets and create local economic opportunities.

## **13. Promoting equality, diversity, and social inclusion**

- 13.1 The TFG highlighted that particularly in an emergency, we need to ensure individual customer needs are met, particularly those who are vulnerable, have disabilities and would need additional support should an emergency situation occur.
- 13.2 In relation to CATs, site specific proposals will be considered in relation to equality and diversity. Similarly, public buildings will need to be maintained in accordance with appropriate standards.

## **14. Tackling the impact of poverty**

- 14.1 In recommending that advice is given against the purchase of cheap electrical goods, the TFG is aware that those in poverty may be at greatest risk of purchasing such appliances and therefore putting themselves and others at greater risk of danger and injury. It is therefore important that appropriate guidance is provided.
- 14.2 The TFG also undertook challenge of provision of affordable housing in the borough and what is being done to ensure this is maximised. The group were reassured by the work being undertaken and have recommended that this is shared with the Planning Regulatory Board to support them in their decision making.

## **15. Tackling Health Inequalities**

- 15.1 By encouraging people to become more active in their local community, we can have a direct impact on health and wellbeing. By encouraging and supporting people to be part of a CAT, we can also support the provision of localised services which may be of specific support to tackling health inequalities in our communities.

## **16. Reduction of crime and disorder**

- 16.1 By encouraging people to be more active in their local community, we can encourage them to take responsibility for their local area, for example by being part of a CAT. It is also noted that vacant or under used buildings and land can attract vandalism and unauthorised uses such as fly-tipping, substance abuse and other anti-social behaviour. The transfer of properties helps keep them in use, helping to prevent such problems.

## **17. Health, safety, and emergency resilience issues**

- 17.1 The TFG have undertaken specific challenge with regards to health, safety and emergency resilience provision in the borough. The group were reassured that immediately following the Grenfell Tower fire, actions were taken to ensure the safety of our residents and to proactively communicate with them. The group have specifically recommended action to support the health and safety of residents.

## **18. Risk management issues**

18.1 This issue relates to the following risks currently logged in the Strategic Risk Register (SRR), as follows:

- 3543 – ‘Failure to ensure the adequate supply of land for housing and commercial property growth’

18.2 This issue also relates to the following risks currently logged in the risk register for Business Unit 11 (Assets), as follows:

- 3306 – ‘Failure to ensure that opportunities for communities to improve the quality of life and environment are suitably communicated and facilities, leading to dilapidated assets, under used buildings and cost pressures regarding maintenance.’

18.2 It is likely the recommended activities detailed in this report will contribute further to the effective mitigation of these risks, and it would be appropriate for any follow-up report regarding asset management activities and community asset transfers to be cognisant of these risks.

## **19. Glossary**

CATs – Community Asset Transfers

BMBC – Barnsley Metropolitan Borough Council

OSC – Overview and Scrutiny Committee

TFG – Task and Finish Group

## **20. Background papers**

- BMBC’s Asset Management Strategy Cabinet Report (Cab.31.5.2017/8):  
<http://barnsleymbc.moderngov.co.uk/documents/s20627/Asset%20Strategy%202017-2022.pdf>
- BMBC’s Asset Management Strategy 2017-2020:  
<http://barnsleymbc.moderngov.co.uk/documents/s20628/Appendix%20A.pdf>
- Existing Community Asset Transfer Policy (Cab.30.1.2013/6.3):  
<http://barnsleymbc.moderngov.co.uk/Data/Cabinet/201301301000/Agenda/item%20g6.3.pdf>

Report Author: Anna Marshall Date: 9<sup>th</sup> March 2018



## **BARNSELY METROPOLITAN BOROUGH COUNCIL (BMBC)**

**This matter is not a Key Decision within the council's definition and has not been included in the relevant Forward Plan.**

**Report of the Executive Director  
Core Services**

### **SCRUTINY TASK AND FINISH GROUP (TFG) REPORT ON THE PUBLIC HEALTH STRATEGY 2016-18**

#### **1. Purpose of report**

- 1.1 To report to Cabinet the findings of the Overview & Scrutiny Committee (OSC) from the investigation undertaken on its behalf by the Public Health Task & Finish Group (TFG). This included reviewing the work undertaken as part of the Public Health Strategy 2016-18, considering the plans for the future priorities, as well as making recommendations for improvements.

#### **2. Recommendations**

- 2.1 **That Cabinet considers the conclusions and recommendations set out in section 6 as a result of the TFG's review of BMBC's Public Health Strategy 2016-18.**

#### **3. Introduction/Background**

- 3.1 As part of its work programme the OSC agreed to undertake a TFG investigation of the Council's Public Health Strategy 2016-18. Further to previous investigations undertaken by the OSC and its TFGs, the OSC felt it was an opportune time to follow up on this work. Also, to consider the work being undertaken as part of the current Public Health strategy along with utilising Member knowledge of their communities to feed into the development of future priorities.
- 3.2 The members of the TFG who undertook this investigation included the following: Councillor Gill Carr (TFG Lead Member), Councillor Jeff Ennis, Councillor Annette Gollick, Councillor Wayne Johnson, Councillor Pauline Phillips, Councillor Margaret Sheard, Councillor Sarah Tattersall and Co-opted members Pauline Gould and John Winter.

#### **4. What the Task & Finish Group (TFG) looked at**

- 4.1 Initially, the TFG met to consider the scope of the investigation. This included discussing their key concerns and public health issues in their local communities. Given the points raised, the group agreed to hold sessions on each of the three priorities in the strategy of: 'increasing levels of physical activity'; 'creating a smokefree generation'; and 'improving oral health of children'; followed by considering and finding out more about the potential future priorities.

- 4.2 The TFG undertook a number of 'check and challenge' sessions with officers regarding the work being carried out and future plans. This involved asking questions of them regarding their work, their involvement and partnership working with other agencies including the impact of this on Barnsley residents. This included meeting with Council representatives working in both the Public Health Core Team as well as those placed in Directorates.

## **5. What the Task & Finish Group found**

- 5.1 The TFG received a presentation on the work being done with regards to increasing physical activity levels in the borough. The group welcomed the variety of initiatives in place, including those to target people who don't normally participate in physical activity. Work was being done to seek funding to improve local sports facilities and the group congratulated the officers on winning the 'Ping' funding to place table tennis tables around the borough, which had proved successful in increasing physical activity levels. The TFG raised concerns regarding low physical activity levels in schools and the challenges faced in engaging with them due to the number of 'cold calls' they already receive from a variety of agencies. The group also highlighted the importance of activities/initiatives being available in all local communities and not focused in the town centre, given the cost of travel being a barrier for many residents.
- 5.2 With regards to 'creating a smokefree generation,' the TFG were given a presentation on the range of work both locally and nationally to reduce smoking prevalence. The group were reminded of the data which still indicates that smoking is the biggest cause of avoidable death in Barnsley, but also how extremely addictive it is. The TFG were made aware of the effectiveness of the Barnsley Tobacco Alliance and the work being done to recover illicit tobacco as well as utilise new legislation to prosecute those smoking in cars when a child was present. Similarly, the use of evidence-based approaches to reduce smoking by targeting information at specific groups as well as working to 'de-normalise' smoking and make it invisible, to prevent young people from starting.
- 5.3 The TFG queried the extent to which carbon monoxide measuring devices had been used in Barnsley to encourage people not to smoke, for example making parents aware of how their smoking is harming their children. The group were given examples of this elsewhere such as the 'Babyclear' initiative however this was not something which had been pursued in Barnsley. In response to the TFG asking what they could do to help support a reduction in smoking prevalence, the service were keen to emphasise the importance of making 'every contact count'. This included being mindful of how addictive smoking is, but spreading the word regarding the services and support available, and that it's free.
- 5.4 In relation to improving the oral health of children, the TFG were advised of the different initiatives in place both to encourage good care of teeth, for example by providing tooth brushing packs, as well as prevent decay, such as initiatives to reduce sugar intake. The TFG were made aware of the improving picture regarding children's oral health in Barnsley, however there is still a gap between Barnsley's performance against regional and national figures. The group queried the availability of dentists in Barnsley and highlighted the lack of knowledge amongst Barnsley communities regarding access to dental services, including awareness of

free dental treatment being available for those on job seekers allowance. The group discussed the work done by Area Councils to promote oral health in local communities; the officers advised they could provide effective support to this as they had access to ready-done tooth-brushing packs which also included guidance information. The TFG were also made aware of the Council's Oral Health Improvement Action Group which the service were keen to have an Elected Member representative on.

- 5.5 The TFG were introduced to the potential future priorities for the Public Health Service which are 'Alcohol', 'Food' and 'Emotional Resilience'. The group were in support of these priorities and proposals put forward regarding each work stream and were keen to highlight the importance of individuals taking responsibility for their own health. It was also noted that it is the local authority's responsibility to make Barnsley a place where healthy choices are easy to make.
- 5.6 In relation to alcohol, the TFG queried the contribution of town centre bars/off-licences in particular, regarding provision of for example the night marshalling service and NHS services required. Also, whether the 'Best Bar None' scheme in the town centre would be rolled out to other areas. The TFG were also keen to ensure that where evidence suggests their effectiveness, that existing support services in the community were utilised, such as Alcoholics Anonymous (AA) groups and Alanon Groups which support people who have been affected by other people's drinking.
- 5.7 With regards to the planned work around changing the food environment and culture within Barnsley, the TFG were keen to raise concerns regarding the number of fast food outlets in the borough, particularly near to schools, as well as the availability of drinks with high sugar content. They also highlighted the lack of availability of healthy choices within food outlets, as well as concern regarding limited teaching in schools on the preparation of foods from scratch, in particular, healthy meal options. The group also felt that it was important to ensure that clear age-appropriate messages were provided to communities on their diet, highlighting for example differences required in advising the older population.
- 5.8 The TFG particularly welcomed the inclusion of improving 'emotional resilience' as a future Public Health priority as this issue had been highlighted throughout the TFG's investigation. The group emphasised the need for support in communities as well as particular support for Elected Members given the emotional resilience required due to their front-facing role, as well as to support their constituents. The group discussed the importance of mental health being 'everyone's business' and as a consideration in all Council decisions.
- 5.9 The TFG welcomed the work being done and are aware of funding challenges for all services, however raised particular concern regarding budgets being cut in relation to health prevention. The group highlighted the importance of working with partner agencies to ensure work is focused on preventative services rather than remedial services, particularly given how costly this could become in the long term.

## **6. Recommendations**

- 6.1 During the investigation, to support the promotion of stop smoking services in Barnsley, the TFG wrote to every Barnsley Councillor to request that they displayed the 'Yorkshire Smokefree' poster which was provided, in their local area, to support our communities being aware of available services. Throughout the investigation, the TFG members made a number of suggestions and recommendations regarding the work being undertaken as well as plans being considered which the services were able to consider both currently as well as part of future work. In addition to these suggestions, the TFG recommends the following:

6.2 **Recommendation 1: Targeted communications work is done with Elected Members, School Governors and Barnsley Alliance to promote public health messages and initiatives in schools**

The TFG are aware of the challenges of 'cold calling' schools to encourage them to engage with initiatives. For example, given Elected Members' involvement in local school, with many sitting on governing bodies, these channels should be utilised by the service to promote key schemes to our schools such as 'The Daily Mile'. Succinct information regarding particular Public Health schemes as well as advice regarding the Ofsted requirements surrounding evidence of for example, sports premium grant spend, should be provided to key contacts to share with local schools.

6.3 **Recommendation 2: Services to explore the use of carbon monoxide measuring devices to discourage parents from smoking**

Given examples of this being used effectively, such as the 'Babyclear' scheme in Teesside, the TFG recommends that work is done to investigate the success of this and other schemes and consider their use in Barnsley.

6.4 **Recommendation 3: Area Councils purchase tooth brushing packs via the Council's Public Health service**

As the Public Health service has access to low-cost tooth brushing packs which also include an advice leaflet; it is recommended that when Area Councils undertake health promotion work, such as at galas, they purchase these rather than creating their own. This will ensure efficient use of resources and provision of consistent messages on oral health.

6.5 **Recommendation 4: An Elected Member from the OSC sits on the Council's Oral Health Improvement Action Group**

To ensure continued Elected Member input into work to improve oral health in the borough, it is recommended that an OSC member sits on this group. This will help to continue to drive this agenda as well as to support the OSC in following-up investigations it has undertaken.

6.6 **Recommendation 5: Specific communication activity is undertaken to raise awareness regarding access to dental services**

The TFG highlighted the lack of knowledge in communities regarding accessing dental care. This includes communities knowing that they can access any dental practice in the borough and this does not just need to be their closest service, unlike other NHS services. The TFG also recommend that specific information is provided

to job centres in Barnsley and promoted through those networks to advise people of the free dental care available to them whilst on Jobseekers Allowance.

**6.7 Recommendation 6: An All Member Information Briefing (AMIB) is held on 'emotional resilience'**

Both in supporting emotional resilience in Elected Members as individuals, as well as to aid them in supporting their communities, the TFG suggest that an AMIB is held to provide advice and support to Members in dealing with challenges they face in their role, as well as how they can support others.

**6.8 Recommendation 7: In Council Cabinet Reports, the section on 'Implications for Local People/Service Users' makes specific reference to 'Mental Wellbeing' implications of decisions**

Given the importance of mental health being 'everyone's business', the TFG felt it important to highlight how Council decisions can influence mental wellbeing within our communities. This will help to prompt officers and decision makers to think about the wider implications of decisions and whether additional considerations or mitigations need to be in place.

**6.9 Recommendation 8: Health and Social Care services consider how they can all focus investment in preventative and early help services**

The TFG are aware of budget challenges for all organisations, however are conscious that preventative interventions help support the management of demand on services including the NHS. To help improve the health of the Barnsley population both now and in the future, the TFG would welcome all relevant organisations to consider this as a priority.

**6.10 Recommendation 9: Communication activity is accessible to all Barnsley communities including those with disabilities and where English is an additional language**

Throughout the investigation the TFG highlighted the importance of effective communication and consideration of those with disabilities or where English is an additional language, to ensure that services are promoted to and accessible to all Barnsley communities. As appropriate, consultation should be undertaken with the Council's Equality Forums regarding materials and a variety of communication methods should be used.

The TFG would like to take this opportunity to thank all those who provided information and assisted with the TFG's investigation.

**7. Implications for local people / service users**

**7.1** The investigation undertaken by the TFG as well as the recommendations made are in support of improving health outcomes for people in Barnsley. The TFG recognises the importance of people's physical and mental health in all aspects of their life and the negative impacts poor wellbeing can have on individuals and communities.

## **8. Financial implications**

- 8.1 There are no specific financial implications, although in responding to the recommendations in the report, the financial implications of these would need to be fully assessed by the appropriate services responding.

## **9. Employee implications**

- 9.1 There are no specific employee implications, although in responding to the recommendations in the report, the employee implications of these would need to be fully assessed by the appropriate services responding.

## **10. Communications implications**

- 10.1 Throughout the investigation, the TFG consistently highlighted the importance of effective communication in relation to key health messages and the availability of services. This includes both clarity of information contained within resources, as well as utilising specific communication channels to ensure messages reach target audiences.

## **11. Consultations**

- 11.1 Consultations have taken place with the Public Health TFG Members, Councillor Jim Andrews, Council Officers Carrie Abbott, Diane Lee, Kaye Mann, Rebecca Clarke, Julie Tolhurst, Adam Norris, Anthony Devonport and the Senior Management Team.

## **12. The Corporate Plan and the Council's Performance Management Framework**

- 12.1 As outlined in the Corporate Plan, the three priorities for Barnsley are: a thriving and vibrant economy, strong and resilient communities; and citizens achieving their potential. Positive physical and mental wellbeing are central to achieving all of these priorities, therefore it is essential the Council and its partner organisations work together to support these aims.

## **13. Promoting equality & diversity and social inclusion**

- 13.1 The TFG is keen to ensure that all Council services and activities are accessible to all its communities. Throughout the TFG's involvement in this work they have specifically referred to making sure that services and communication materials are accessible to those with disabilities as well as those where English may be an additional language.

## **14. Tackling the impact of poverty**

- 14.1 Encouraging people to have healthy lifestyles can help in tackling the impact of poverty, for example by preventing spend on smoking related items and alcohol. With regards to smoking alone, it is recognised that 32% of households with a smoker in Barnsley fall below the poverty line. If these smokers were to quit, 2140 households would be lifted out of poverty.

## **15. Tackling Health Inequalities**

- 15.1 There are large health inequalities between Barnsley and England and within Barnsley itself. Improving health and reducing health inequalities will help local people to reach their full potential. The investigation undertaken by the TFG and recommendations made are in support of improving health outcomes across the borough; with recognition that additional work is required in particular communities to help address health inequalities.

## **16. Risk management issues**

- 16.1 This issue relates to the following risks currently logged on the Council's Strategic Risk Register (SRR), as follows:
- 3026 – 'Failure to achieve a reduction in Health inequalities within the Borough'
  - 3047 – 'Failure to protect the health of the population from preventable health threats'
- 16.2 It is likely the recommended activities detailed in this report will contribute further to the effective mitigation of these risks, and it would be appropriate for any follow-up report regarding community engagement to be cognisant of these risks.

## **17. Glossary**

AMIB – All Member Information Briefing  
BMBC – Barnsley Metropolitan borough Council  
OSC – Overview and Scrutiny Committee  
TFG – Task and Finish Group

## **18. Background papers**

- Public Health Strategy 2016-18 Cabinet Report (Cab.16.12.2015/6):  
<http://barnsleymbc.moderngov.co.uk/documents/s6332/Public%20Health%20Strategy%20Report.pdf>
- Public Health Strategy 2016-18:  
<http://barnsleymbc.moderngov.co.uk/documents/s6333/Public%20Health%20Strategy.pdf>

Report Author: Anna Marshall      Date: 9th March 2018

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## **BARNSELEY METROPOLITAN BOROUGH COUNCIL (BMBC)**

**This matter is not a Key Decision within the council's definition and has not been included in the relevant Forward Plan.**

**Report of the Executive Director  
Core Services**

### **SCRUTINY TASK AND FINISH GROUP (TFG) REPORT ON THE WORK OF THE COMMUNITY ENGAGEMENT STEERING GROUP**

#### **1. Purpose of the report**

- 1.1 To report to Cabinet the findings of the Overview & Scrutiny Committee (OSC) from the investigation undertaken on its behalf by the Community Engagement Task & Finish Group (TFG) regarding the work of the Community Engagement Steering Group to improve how the council engages and consults with its communities.

#### **2. Recommendations**

- 2.1 **That Cabinet acknowledges the TFG's contribution to the development of the work of the Community Engagement Steering Group outlined in section 4 and considers the conclusions and recommendations set out in section 5.**

#### **3. Background**

- 3.1 BMBC's Corporate Plan 2017-20 recognises its role as a local authority is changing and has committed to helping people to do more for themselves, each other and their community. In March 2017 the Council launched its Community Engagement Strategy 2017-20 which states that it will develop a clear, consistent and joined up approach to community engagement and be clear about exactly what it delivers and what its expectations from communities are to encourage community engagement and to develop community spirit.
- 3.2 The Community Engagement steering group was formed to deliver the objectives set out in the strategy. The work of the group involves procuring a new consultation system, helping Council staff to engage more effectively and creating a portal of information to show residents what the Council does and what people can do to help. This third part of the project was initially called 'The Barnsley Deal'; this work however is in progress and is currently being tested with customers and other stakeholders.
- 3.3 The aims of the project are:
- To be clear about the work of the Council and what people can do to help via an online information portal
  - To encourage innovation and change through community action
  - To help Council staff to be more confident and capable when engaging with communities

- 3.4 Part of the project involves development of a web portal with a concept that will come to life when it is launched. It shows the work the Council is doing to make Barnsley a better place. It also shows people how they can help themselves and others; things like recycling more, volunteering, shopping locally and keeping fit and active. If everyone in Barnsley does just one thing, together we can make Barnsley a more welcoming place where people want to live, work and visit. This builds on the Community Offer, when the Council did specific work with communities to understand how we can work better together.
- 3.5 Given Members' extensive experience within our local communities the OSC TFG was set-up to provide scrutiny to the work which had been undertaken as well as be involved in shaping this work as it developed.
- 3.6 The members of this TFG included: Councillor Gail Charlesworth (TFG Lead Member), Councillor Daniel Griffin, Councillor Wayne Johnson, Councillor Sarah Tattersall, Councillor Kevin Williams and Councillor John Wilson.

#### **4. What the Task & Finish Group (TFG) contributed**

- 4.1 Initially, the TFG were introduced to the concept of 'The Barnsley Deal' and how a similar model had been used effectively by Wigan Council to engage with its communities. The TFG were shown draft website content which had been developed in relation to Barnsley's version of this work.
- 4.2 The group were in support of the aims of the work, however gave feedback that the name of 'The Barnsley Deal' was not reflective of what was being presented. They also gave some initial feedback on the website content and how it might be improved.
- 4.3 The TFG were tasked with going away to look at the draft website in detail and met to provide their feedback. During this session they gave detailed comments on how the layout and content could be improved to make it more user-friendly, with consideration for the needs of all Barnsley communities. The group's knowledge of their local area and local activities came to the fore and how these could be utilised as part of developing this work.
- 4.4 At the following meeting, the TFG were introduced to the draft 'consultation toolkit' which incorporated documentation on when and how to consult as well as a number of points which require consideration. The group were keen to highlight that it was critical to get our consultation and engagement activities right. This includes ensuring we only consult with communities when they are able to influence the outcome and making sure we feed back to them with 'you said, we did'. The group provided feedback and suggested amendments to the documentation including a 'tick list' for officers to utilise so they could ensure key considerations have been undertaken. This includes making sure local Ward Members are aware of any relevant engagement activity in their Wards so that they can respond to queries from the public.
- 4.5 Whilst considering the 'consultation toolkit', the TFG were also able to highlight considerations which should be incorporated in the specification for procuring a new consultation/engagement system. This included: having facility to record

outcomes/decisions/progress; facility to contact responders to update them on outcomes/decisions; and facility to sign people up to receive future surveys. The suggestion was also made that depending on the system, it could also be utilised to seek public engagement on upcoming OSC agenda items and utilised by OSC members in meetings. This particular TFG meeting also provided opportunity to seek the group's opinion on the proposed new name for the project, which it felt was much improved and more reflective of this work's aim. This working title is currently being tested with customers and other stakeholders.

- 4.6 The TFG held another session which involved consideration of the communications plan to launch this work. Again the group's knowledge of facilities and events both locally and across the borough was critical in shaping ideas for how best to launch this work. The group were keen to ensure that this is not done by just the usual channels of communication but that we reach out to residents for example through local supermarkets and by having a pop-up stall in the Town Centre which Elected Members could be involved in.
- 4.7 The Community Engagement proposals were shared at the recent Elected Member 'Talkabout' event which the TFG Lead Member presented the group's work at. The group's involvement in this work has been welcomed and valued; Members have been able to shine a different perspective on the proposals and their local knowledge of communities has been crucial.
- 4.8 The most recent meeting of the TFG involved testing of the proposed consultation system. This gave the group opportunity to see the functionality of the proposed system, see where their comments had been taken on board and consider the future use of the system.

## **5. Recommendations**

- 5.1 As outlined above, during the investigation the TFG members made a range of suggestions and recommendations which were able to be considered. The TFG support the continuation of this and in addition recommend the following for the future:
- 5.2 **Recommendation 1: In developing the web portal we use this opportunity to highlight what the role of an Elected Member is**  
In addition to helping communities to understand what the Council does, Elected Members feel it is important to provide information on the role of a local councillor. This includes advising how they support their local community and local residents.
- 5.3 **Recommendation 2: Ensure appropriate governance is in place regarding consultation activities to ensure that they are only undertaken when our communities can influence the outcome**  
The TFG highlighted the importance of genuine community consultation so that people will continue to engage with the Council. Appropriately skilled officers and governance should be in place for consultation activity to be challenged before it is undertaken to ensure that it is fit for purpose.

**5.4 Recommendation 3: Ensure Ward Members are made aware of consultation/engagement activity in their local area**

The TFG were keen to ensure that local ward members and not just Cabinet Spokespersons are made aware of consultation/engagement activity so that they are able to answer queries and provide support to their local residents. A prompt for this was recommended for inclusion in the officer consultation tick list and therefore the TFG are keen to highlight that this documentation is utilised by officers.

**5.5 Recommendation 4: A report is brought to the OSC on the consultation activity undertaken during the first 12 months of the new consultation system being in place**

The report should outline how the new system is being utilised, including the consultation activity undertaken, the response received and how this has influenced service planning/delivery. This will enable the OSC to monitor the implementation of this work and make further recommendations as appropriate.

**5.6 Recommendation 5: OSC Members are increasingly involved in the development stages of key pieces of work**

The TFG's involvement in the development of this project has been invaluable. Officers leading on the work have valued the opportunity to consult with Elected Members representing the public voice and a different perspective on this work in order to ensure the end product is fit for purpose. Our Elected Members have vast knowledge of our local communities and key local networks. They are able to provide a community viewpoint on how work/projects/information may be received by a local area and advise on considerations officers may need to be aware of which will help to improve service delivery.

The TFG would like to take this opportunity to thank all those who assisted with the TFG's investigation and their input into this work.

**6. Implications for local people / service users**

- 6.1 Our community engagement work aims to strengthen community involvement and encourage innovation and change through community action. This has implications for every person living and working in Barnsley, because we are asking them to work together with us to help make Barnsley a better place to live and work. Additionally, by encouraging wider participation in consultation activity will enable the Council to be better aware of the impact decisions may have on people living and working in Barnsley.

**7. Financial implications**

- 7.1 There are no specific financial implications, although in responding to the recommendations in the report, the financial implications of these would need to be fully assessed by the appropriate services responding.

**8. Employee implications**

- 8.1 There are no specific employee implications, although in responding to the recommendations in the report, the employee implications of these would need to be fully assessed by the appropriate services responding.

## **9. Communications implications**

- 9.1 Communication is critical to this piece of work and will require effective plans to be in place to both launch the work as well as ensure its continued use throughout all of the Council's work streams. Prior to launch the Council will need to ensure that both Members and officers are aware of this work so they can spread the word out in communities and utilise it in everything they do.

## **10. Consultations**

- 10.1 Consultations have taken place with the Community Engagement TFG, Councillor Jenny Platts, Councillor Alan Gardiner, Council Officers Phil Hollingsworth, Michael Potter, Rachel King and the Senior Management Team.

## **11. The Corporate Plan and the Council's Performance Management Framework**

- 11.1 As outlined in the Corporate Plan, the three priorities for Barnsley are: a thriving and vibrant economy, strong and resilient communities; and citizens achieving their potential. Ensuring people in our communities are aware of what the Council does and encouraging them to engage with services and participate in volunteering activities contributes to achieving all of these.

## **12. Promoting equality & diversity and social inclusion**

- 12.1 The TFG is keen to ensure that all Council activities are accessible to all its communities. Throughout the TFG's involvement in the development of this work they have specifically referred to making sure that materials are accessible to those who may have physical impairments as well as those where English may be an additional language. Also, by enabling better consultation facilities will support the voice of all our communities to be heard.

## **13. Tackling the impact of poverty**

- 13.1 By encouraging people to take responsibility for their local community we can help people build confidence, skills and capability. This can lead to people having confidence to find work or find a way out of poverty. Additionally, by making communities better aware of what help and support is available can enable them to access appropriate services.

## **14. Tackling Health Inequalities**

- 14.1 By encouraging people to become more active in their local community, we can have a direct impact on health and wellbeing. By helping people to take responsibility for their local community, we can encourage them to be accountable for their own health and wellbeing. Enabling communities to be better aware of the support services available will help them to access appropriate services. Additionally, by encouraging wider participation in consultation activity will enable the Council to be better aware of the impact decisions may have on communities.

## **15. Reduction of crime and disorder**

- 15.1 Community engagement has been shown to improve community resilience and discourage people from causing damage in their local area. By encouraging people to be more active in their local community, we can encourage them to take responsibility for their local area.

## **16. Risk management issues**

- 16.1 This issue relates to the following risk currently logged on the Council's Strategic Risk Register (SRR), as follows:

- 3023 – 'Failure to engage with stakeholders'

- 16.2 The intended positive benefits of the project are logged as mitigation to this risk and it is envisaged that the recommended activities detailed in this report will contribute further to the effective mitigation of these risks, and it would be appropriate for any follow-up report regarding community engagement to be cognisant of these risks.

## **17. Glossary**

BMBC – Barnsley Metropolitan borough Council

OSC – Overview and Scrutiny Committee

TFG – Task and Finish Group

## **18. Background papers**

- Barnsley Community Engagement Strategy Cabinet Report (Cab.22.3.2017/8):  
<http://barnsleymbc.moderngov.co.uk/documents/s18437/Community%20Engagement%20Strategy.pdf>
- Barnsley Community Engagement Strategy 2017-20:  
<http://barnsleymbc.moderngov.co.uk/documents/s18438/Appendix%201.pdf>

Report Author: Anna Marshall      Date: 9th March 2018