



Cabinet Member (Education)

Time and Date

2.00 pm on Tuesday, 16th July, 2013

Place

Committee Room 3 - Council House

Public Business

1. **Apologies**
2. **Declarations of Interest**
3. **Minutes**
 - (a) To agree the minutes of the meeting held on 11th June 2013 (Pages 3 - 4)
 - (b) Matters arising
4. **Adult Education Service 3 Year Strategic Development Plan 2013-2016**
(Pages 5 - 28)
Report of the Director of Community Services
5. **School Meal Price Increase with effect from September 2013** (Pages 29 - 38)
Report of the Director of Children, Learning and Young People
6. **Dissolution of the Federated Governing Body of Alice Stevens, Baginton Fields and Sherbourne Fields Special Schools and the Establishment of Individual Governing Bodies** (Pages 39 - 46)
Report of the Director of Children, Learning and Young People
7. **Appointment of Authority Governors** (Pages 47 - 48)
Report of the Director of Children, Learning and Young People
8. **Outstanding Issues** (Pages 49 - 52)
Report of the Director of Customer and Workforce Services
9. **Any Other Items of Public Business**
Any other items of public business which the Cabinet Member decides to take as matters of urgency because of the special circumstances involved.

Private Business

Nil

Bev Messinger, Director of Customer and Workforce Services, Council House Coventry

Monday, 8 July 2013

Note: The person to contact about the agenda and documents for this meeting is Michelle Salmon, Governance Services, Tel: 024 7683 3065, E-mail: michelle.salmon@coventry.gov.uk

Membership: Councillor D Kershaw (Cabinet Member)
Councillor D Howells (Deputy Cabinet Member)

By invitation: Councillor J Blundell (Shadow Cabinet Member)

Please note: a hearing loop is available in the committee rooms

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OR if you would like this information in another format or
language please contact us.

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Agenda Item 3a

Minutes of the meeting of Cabinet Member (Education) held at 2.00 pm. on 11 June 2013

Present:

Cabinet Member: Councillor Kershaw
Shadow Cabinet Member Councillor Blundell
Other Members: Councillor Duggins
(Cabinet Member (Children and Young People))

Employees (by Directorate):

Children, Learning and Young People D Haley
Community Services: S Brake, L Amery
Customer & Workforce Services: M Salmon

Apology: Councillor Howells

Public business

1. **Minutes** ([Minutes](#))

The minutes of the meeting held on 10th April 2013 were agreed and signed as a true record. There were no matters arising.

2. **Declarations of Interest**

There were no declarations of interest.

3. **Adult Education Service Fees Strategy – Academic Year 2013/2014** ([Report](#))

The Cabinet Member considered a report of the Director of Community Services that sought approval to increase Adult Education Service learner enrolment fees for 2013-14. The review and increase of the fees followed the Department for Business, Innovation and Skills modification of its funding for further education courses with effect from August 2013 which included a reduction in the Skills Funding Agency contribution for learners on accredited courses. The review also required Community Learning providers i.e. providers of non-accredited courses, to collect fee income from people who could afford to pay and use this where possible to extend provision to those who could not.

RESOLVED that Cabinet Member approves the proposed Adult Education Service Fee Strategy for courses for the academic year 2013-2014.

4. **Outstanding Issues** ([Report](#))

The Cabinet Member considered a report of the Director of Customer and Workforce Services that contained the list of outstanding issues in respect of his

portfolio. The report summarised the current position in respect of the future consideration of reports for each item.

RESOLVED that the Cabinet Member notes the dates for the future consideration of reports for the outstanding issues items listed in the report.

5. **Any Other Public Business**

There were no other items of public business.

(Meeting closed at: 2.30 p.m.)



Cabinet Member (Education)

16th July 2013

Name of Cabinet Member: Councillor D Kershaw

Director Approving Submission of the report: Director of Community Services

Ward(s) affected: All

Title: Adult Education Service 3 Year Strategic Development Plan 2013-2016

Is this a key decision?

No

Executive Summary:

The Adult Education Service (AES) delivers accredited and non-accredited learning opportunities to adults in a wide range of venues across Coventry, with a particular focus on working in priority neighbourhoods and supporting learners who have not yet achieved a first level two qualification. The AES strategic development plan includes the key actions for the Service to undertake over a three year period to improve its performance and delivery. The improvements are required to ensure that AES continues to meet learner expectations as well as the requirements of Ofsted and to support it in meeting funding body targets and its on-going sustainability.

Recommendations:

The Cabinet Member is recommended to approve the Adult Education Service 3 year Strategic Development Plan for 2013-2016.

List of Appendices included:

Appendix: 3 Year Strategic Development Plan 2013-2016

Other useful documents:

Document: Common inspection framework for further education and skills 2012 - September 2012
Location (URL): <http://www.ofsted.gov.uk/resources/common-inspection-framework-for-further-education-and-skills-2012>

Has it been or will it be considered by Scrutiny?

No

Has it been or will it be considered by any other Council Committee, Advisory Panel or other body?

No

Will this report go to Council?

No

Report title: Adult Education Service 3 Year Strategic Development Plan 2013-2016

1. Context (or background)

- 1.1 The Adult Education Service (AES) delivers accredited and non-accredited learning opportunities to adults in a wide range of venues across Coventry, with a particular focus on working in priority neighbourhoods and supporting learners who have not yet achieved a first level two qualification. In order to ensure that AES continues to meet learner expectations as well as the requirements of Ofsted, and to support it in meeting funding body targets and its on-going sustainability the Service needs to have an improvement strategy in place. The 3 year strategic development plan includes the key actions for the Service to undertake over a three year period to improve its performance and delivery to learners.

2. Options considered and recommended proposal

- 2.1 As AES requires an improvement strategy to support its development, no other options were considered.
- 2.2 Proposal: The Cabinet Member approves the proposed 3 year strategic development plan for 2013-2016 (copy of plan attached).

3. Results of consultation undertaken

- 3.1 Consultation took place with multiple groups including all managers in AES; tutor representatives; learners via formal feedback on courses and through specific learner involvement events; and partner organisations to clarify and develop areas for improvement. Discussions also took place with other Local Authority Adult Education Services to share ideas and good practice. In addition other organisations were approached for specialist advice, e.g. JISC (Joint Information Systems Committee) and relevant City Council departments. City Council departments were also approached to ensure that any policies or procedures which were being proposed were in line with Council and statutory requirements.

4. Timetable for implementing this decision

- 4.1 Implementation: Immediate
- 4.2 Monitoring: termly and at the end of the academic year.

5. Comments from Director of Finance and Legal Services

5.1 Financial implications

There are no additional financial implications arising from this plan. Where any future changes to national funding regimes have significant impact in terms of financial implications, these will be subject to further member reports.

5.2 Legal implications

None.

6. Other implications

None.

6.1 How will this contribute to achievement of the Council's key objectives / corporate priorities (corporate plan/scorecard) / organisational blueprint / Local Area Agreement (or Coventry Sustainable Community Strategy)?

The wide range of programmes offered by AES will support adults in Coventry to: gain skills and qualifications that will allow them to improve their job prospects, thus supporting economic activity in the city (e.g. via Essential Skills courses, vocational qualifications); live longer, healthier lives (e.g. via fitness classes, cookery courses); and it is hoped it will allow them to play a larger part in their local community (e.g. via volunteers programme, Essential Skills courses).

6.2 How is risk being managed?

No additional measures are required in addition to those in place in all Council services. The plan provides proposed timing for actions to be implemented. Unexpected priorities may arise which mean some timings may not be achieved. The plan will be reviewed on a regular basis by AES's Strategic Management Team to ensure that actions are put in place for any concerns raised.

6.3 What is the impact on the organisation?

No additional level of activity is required to implement the plan other than that which is already expected through the on-going quality improvement activities of the Service. It is expected that the plan will have a positive impact on the quality of the service AES is able to deliver to learners and the overall learner experience, as well as supporting the development of its staff.

6.4 Equalities / EIA

AES positively promotes equalities thorough its provision, e.g. financial support to access courses; location of the majority of courses in community venues in priority neighbourhoods; and a process to identify additional needs of learners with disabilities and or learning difficulties & the provision of support and adjustments. No negative impacts have been identified and there are no significant gaps in achievement rates between differing groups of learners.

6.5 Implications for (or impact on) the environment

None.

6.6 Implications for partner organisations?

None.

Report author(s):**Name and job title:**

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Community Services

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Enquiries should be directed to the above person.

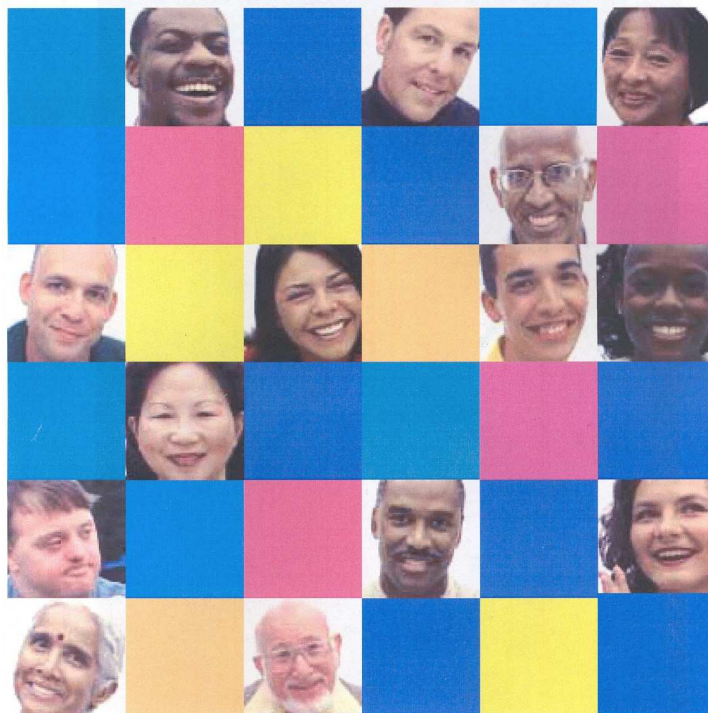
Contributor/approver name	Title	Directorate or organisation	Date doc sent out	Date response received or approved
Contributors:				
Simon Brake	Assistant Director	Community Services	20-06-13	04-07-13
Lynne Amery	Service Manager	Community Services	20-06-13	04-07-13
Margaret Cunningham	Academic Manager	Community Services	20-06-13	04-07-13
Diane Hammond	Academic Manager	Community Services	20-06-13	04-07-13
All other Academic Managers (12 members of staff)	Academic Manager	Community Services	20-06-13	04-07-13
All Programme Managers (31 members of staff)	Programme Manager	Community Services	20-06-13	04-07-13
Names of approvers for submission: (Officers and Members)				
Diane Jones	Finance	Finance and Legal Services	20-06-13	04-07-13
Elaine Atkins	Legal Services	Finance and Legal Services	20-06-13	04-07-13
Carol Williams	Human Resources	Customer and Workforce Services	20-06-13	04-07-13
Simon Brake (on behalf of Brian Walsh, Director)	Assistant Director	Community Services	20-06-13	04-07-13
Michelle Salmon	Governance Services Officer	Customer and Workforce Services	20-06-13	21-06-13
Councillor D Kershaw	Cabinet Member (Education)		20-06-13	04-07-13
Councillor D Howells	Deputy Cabinet Member (Education)		20-06-13	04-07-13

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ADULT EDUCATION SERVICE

3-YEAR STRATEGIC DEVELOPMENT PLAN

April 2013 – March 2016



Introduction

This three-year strategic development plan for Coventry's Adult Education Service is based on a range of external and internal influences:

- learners' needs and interests
- government targets and national priorities
- local authority targets and priorities
- local employer needs/gaps
- outcomes of internal self-assessment processes
- analysis of own workforce strengths and needs
- the deployment of resources
- Ofsted priorities/requirements.

Mission

The Service's mission is to provide high quality adult learning opportunities in Coventry prioritising those learners from priority neighbourhoods and communities of interest to meet their needs and interests.

Core values informing the Service's work include:

- the promotion and celebration of learning as a key factor to secure personal growth, social change and economic development;
- equality of opportunity, and respect for the diversity of learners and those working on their behalf;
- the safety and well-being of all learners;
- quality and leadership.

Broader Context

The need for adult education provision is determined at three key levels:

- **Nationally**, by government policy, including Skills for Sustainable Growth (the national skills strategy), the Skills Funding Agency (SFA) Statement of Priorities 2012-15 (*New Challenges, New Chances*).
- **Locally**, by the City Council's corporate objectives, the Community Services directorate plan, the Sustainable Community Strategy for Coventry and local needs analysis.
- **Community level**, through learner feedback, area-based working and BIS policy for Community Learning as specified in *New Challenges, New Chances*.

Consultation is embedded into the practice and partnership work of the Service. Coherence with other provision is achieved through partnership working at strategic and operational levels. The Service's policies are aligned closely with broader agendas, particularly social inclusion, worklessness, neighbourhood working and support for families, linking closely with local priorities. It also links to corporate strategy, meeting Council corporate goals and addressing disadvantage to contribute to regeneration policy.

Organisational Context

The Adult Education Service is located in the Community Services Directorate of Coventry City Council. It provides programmes for adults in community based venues across the city. Courses take place during the daytime and in the evening mainly during school terms.

The Adult Education Service continues to be an essential provider of learning and skills programmes for adults in Coventry. A wide range of individuals representing the diverse and changing nature of the city's population are enrolled on AES programmes. At the same time there is a significant focus on those least likely to have benefited from their previous experience of formal education and those adults least likely to have the confidence or opportunity to access education and training. A strong local community presence combined with an effective penetration of disadvantaged communities puts the Service in the unique position of promoting a culture of lifelong learning, especially amongst (though not restricted to) so-called hard to reach learners. The Service plays a very significant role in the city in respect of Essential Skills provision as well as placing a strong emphasis on community capacity building and well being.

Courses cover a wide range of subjects, and focus particularly on Essential Skills, ie English, Maths and English for Speakers of Other Languages (ESOL), ICT, Level 2 and Level 3 vocational qualifications, Family Learning, Community Learning and programmes for Learners with Learning Disabilities and/or Difficulties (LLDD).

The strategic planning of the curriculum is undertaken by the strategic management team, in consultation with staff. Detailed planning is then undertaken by curriculum teams who are also responsible for curriculum development.

The focus of the Adult Education Service is on continuous improvement based on the evidence of internal self-evaluation, and the findings from Ofsted inspections. Self-assessment is an integral part of the Service's quality system and planning process. Individual self assessment reviews are carried out by curriculum teams based on information including observations; tutor evaluations; participation; attendance; achievement and retention rates including Black & Minority Ethnic (BME) learners and LLDD; learner evaluations; performance development reviews (PDRs); and external reports and surveys. These reviews are then summarised in the Service's self assessment report (SAR). The current timescale is to complete the SAR by December and to implement the findings from January of the following year through the key operational plan for the Service, the Quality improvement plan (QIP).

The targets in this plan are monitored throughout the year and the plan is reviewed and updated annually through the SAR process and the strategic management team of the Service. Targets in the QIP and 3 Year Strategic Development Plan are reported on through the political process to the Cabinet Member for Education to ensure effective governance.

Strategic Priorities 2013-16

Underlying all the Service priorities is the aim of being recognised as an 'outstanding' (grade 1) provider through the Ofsted inspection process. In order to achieve this, the Service has identified the following key priority areas for the next three years:

1. Further improve teaching, learning and assessment
2. Increase the strategic involvement of learners
3. Develop the Community Learning strategy to encompass new objectives
4. Develop skills for employability and workplace learning
5. Ensure that accommodation and the ICT infrastructure meets the developing needs of the Service
6. Continue to provide a focused and comprehensive staff development programme
7. Develop the use of data to better analyse and respond to needs of individuals and communities.

1 Teaching, Learning and Assessment

The Ofsted inspection of 2007, graded 52% of observed teaching and learning sessions in the Adult Education Service as being good or above. This was recognised by the Service as being unsatisfactory so a 'Three Year Strategy to Improve Teaching' was put in place to address this with the aim of 75% of all observed teaching and learning sessions being graded good or outstanding by December 2011. The strategy placed a strong emphasis on working towards having a team of fully qualified staff by 2013. Tutors have been fully supported to gain the level 5 teaching qualification with their fees being paid, time being allocated to attend training and study and the allocation of a mentor to support them while on the course.

The Service recognises that regular training for staff on how they can improve their practice is central to raising standards and ensuring that teaching is of the highest quality. With this in mind, all tutors have benefitted from an extensive programme of both external and in-house training events. Sharing good practice sessions have been promoted and have worked particularly well where tutors have taken the lead to share and promote approaches that have been successful for them in the classroom. Those tutors, identified through the observation process as needing assistance to improve their teaching, have been assigned mentors to support them, given opportunities to undertake peer observations and have benefitted from having experienced practitioners teaching alongside them.

In addition the Service has an e-learning strategy which supports this improvement activity (see ILT/E-learning strategy 2012 to December 2015). The development of e-learning is based on the needs and demands of learners, the quality of their learning experience and the need for emerging digital technologies required for the "digital citizen", equipping learners with the right skills for work and life. An overview of e-learning shows a broad range of e-learning technologies in use across curriculum areas for teaching, learning and assessment which continue to develop. Technology used includes the use of Interactive White Boards (IWBs), plasmas boards voice recorders, flip video recorders, camera, Covlearn (the Service's virtual learning environment), assistive technology, internet for research and activities and a broad range of software including specialist and open source applications. Access to resources outside the classroom is via Covlearn. Learners are also signposted to support materials e.g. hand-outs of useful websites, You Tube videos, etc. There is evidence of good progress across e-learning, for example, in December 2011 54 courses were established on Covlearn with learners and in March 2013 this had risen to 161 courses. E-leads meet termly, promote e-learning within curriculum areas, and share good practice and new developments, which is supported by staff development activities and the quality processes in place.

As a result of the measures put in place, the standard of observed teaching and learning sessions being graded as good or above has gradually risen from 52% at the time of inspection to 85% in 2012.

The Service continues to strive towards improving teaching and learning by providing opportunities for all staff to continue to develop their skills. In the coming three years, the focus will remain on improving teaching, learning and assessment with current practices being re-examined and developed to ensure we are providing the best possible training opportunities and support for staff. Strong, supportive teams who encourage and inspire one another to share their expertise are gradually being built across the Service.

Key priorities	Target 2013	Target 2014	Target 2015	Risks and issues to be addressed
To improve the standard of teaching and learning by reducing the number of observations graded inadequate and at the same time increasing the number of observations graded outstanding service wide.	Reduce the number of inadequate observations from 4 to 3. Increase the number of observations graded outstanding from 28 to 30	Reduce the number of inadequate observations from 3 to 2. Increase the number of observations graded outstanding from 30 to 32	Reduce the number of inadequate observations from 2 to 0. Increase the number of observations graded outstanding from 32 to 34	Changes in personnel may impact on targets.
Update:				
Develop the strategy for supporting teaching in classes where tutors are on improvement plans	Implement additional measures and evaluate.	On-going.	On-going.	Cost and time to deliver support.
Update:				
Ensure the Staff Development Plan covers the diverse range of training needs of all staff with a strong focus on teaching and learning.	Involve all staff in identifying what is outstanding teaching and learning and in identifying what training they need to achieve it.	Consider the responses and draw up a plan to respond to the requests .This to be a mixture of external, in-house and individual training.	Continue to deliver the plan. Evaluate the impact of the training.	Needs will change so plan will need to be flexible to respond.
Update:				
Examine current processes to ensure they effectively monitor quality and support classroom delivery.	All staff to be observed annually and to have 2 class visits in the course of a year. Implement cross service paired observations and moderation of observation reports. Evaluate the cross-Service process to ensure it is working effectively. Ensure the process for	Implement agreed moderation process to ensure quality and consistency across the Service. Evaluate the cross-Service process to ensure it is working effectively.	Implement any changes that are required to streamline the process to make it more effective.	Monitor to ensure process is not time consuming and unwieldy.

	tackling underperformance is clear to all staff and that it is rigorously adhered to.			
Update:				
Scrutinise the tutor's working week to ensure that time is being used effectively in terms of planning, teaching and training.	Begin to appraise the paperwork and record keeping that tutors are required to complete to ensure it remains fit for purpose.	Where possible, and while maintaining quality, streamline paperwork to create more time for staff to keep up to date with developments in their subject areas.	Continue to monitor and evaluate how time is being used to ensure tutors have the time required to keep up with developments in their subject area.	There is insufficient time to fulfil all tasks
Update:				
Promote the sharing of good practice (SGP) across all Areas of Learning (AOLs)	Define the Service's approach to SGP for all staff. Expand and capture the range of approaches to SGP. Identify lead for SGP.	Monitor effectiveness and develop and change the approaches as required to suit the needs of staff.	Continue to provide regular SGP opportunities and evaluate their effectiveness.	Some staff may not have the time/ willingness to attend the sessions in addition to teaching and other duties.
Update:				
Continue development of e-learning technologies to enhance teaching, learning and assessment.	E-learning embedded in 80% of classroom based sessions 50% other Implement discrete courses in the use of tablets. Trial use of tablets and e-readers. Pilot use of learner personal mobile devices in 5 sessions. The use of e-portfolios will be increased to offer	E-learning embedded in 90% of classroom based sessions 60% other Review use of tablets and e-readers, extend use to 5% of sessions. Review and extend use of personal devices to 15 sessions as appropriate. E-portfolios will be an option for learners on all	E-learning embedded in 100% of classroom based sessions 75% other Review use of tablets and extend use to 10% of sessions and e-readers. Review and extend use of personal devices to 20 sessions as appropriate. E-portfolio will be an option for learners on	Ensuring learners take ownership of learning through technology and are well informed in keeping safe on-line.

	learners the opportunity to access E-portfolios on 75% of vocational programmes.	vocational programmes.	Essential Skills programmes.	
Update:				
Improve access to resources outside the classroom	All schemes of work to include signposting to resources to support learning outside the classroom. Target 150 courses accessed by learners. Implement more consistent quality monitoring across Covlearn courses.	Courses available on Covlearn accessed by learners all meet minimum standards. (Bronze)	All Covlearn courses meet minimum standards, 40% meet Silver standard.	ILT skills of some learners to benefit from digital resources outside the classroom.
Update:				

2 Learner Voice

The Service has a comprehensive learner involvement strategy offering learners multiple opportunities to feed back on their experiences and engage with Service improvement, including: learner end of course evaluations, an annual survey of learners receiving financial support through the Learner Support Fund (LSF) and Passport to Leisure and Learning (PTLL), feedback questionnaires for learners disclosing disabilities, annual progression surveys for learners who have completed accredited programmes, verbal feedback in lesson observations, and well promoted opportunities to feed back through email/written correspondence. These measures are effective in monitoring and promptly addressing the concerns raised by a small number of learners, and supporting quality improvement and development of provision. In 2012, face to face 'have your say' interviews were conducted with 800 learners at 23 venues and the responses were circulated to curriculum teams to address any issues and to use in self assessment and future programme planning.

Surveys show that the Service has sustained high levels of learner satisfaction with all aspects of their learning and the support offered by the Service. 96.1% of learners completing end of course surveys in the autumn term, 97.5% in the spring term and 97.1% in the summer term felt they had made as much progress as, or more progress than, expected; and in the 2012 survey of learners receiving financial support to attend their courses, 96% of LSF learners and 95.1% of PTLL learners were satisfied or very satisfied with the service they received.

Learners engage actively in assessing their own progress, using portfolios, logs, diaries and other appropriately recorded evidence and examples of work. Learners are well informed about their rights and responsibilities, equality and diversity, safety and safeguarding, and who to talk to if they need to discuss any individual concerns.

Whilst the Service's learner involvement strategy provides good evidence of consistently high levels of learner satisfaction, and of prompt and effective responses to the small number of concerns raised by learners, feedback to learners on this evidence is not yet sufficiently well

developed, and there remain further opportunities to enable learners to engage in feedback to the Service about their experiences.

Key Priorities	Target 2013	Target 2014	Target 2015	Risks and issues to be addressed
Improve feedback to learners on impact of their feedback on their learning experience.	Circulate termly publicity to learners via venue notice boards and on Covlearn summarising Service responses to learner views.	As 2013.	As 2013.	
Update:				
Further develop opportunities for learner feedback	Publicise Ofsted learner view website to learners. Install suggestion boxes at all venues linked to "you said, we did" feedback on responses to learner feedback. Establish a learner forum to elicit views over a period of time on learners' experience of provision.	Review suggestion box and venue feedback strategy and implement any necessary changes. Continue to meet with learner forum, review its effectiveness and implement any necessary changes.	Continue to meet with learner forum, review its effectiveness and implement any necessary changes.	Learners do not wish to engage in feedback. Learners use feedback opportunities inappropriately
Update:				

3 Community Learning

Following publication of *New Challenges, New Chances Further Education and Skills System Reform Plan: building a world class skills system*, BIS introduced new objectives in 2012 for Community Learning, requiring providers to: focus public funding on helping disadvantaged people to get into learning and progress; involve local people and organisations involved in decision-making; maximise value for money, increase income generation and use fees to support people unable to pay for their learning.

The Service's inclusion strategies are very successful, with above average participation amongst people living in priority neighbourhoods and people unable to pay for their learning; good levels of participation amongst people with disabilities and from BME backgrounds; effective embedding of equality, diversity and inclusion by tutors within the classroom; and no discernible gaps in retention rates or levels of satisfaction between different groups of learners. Whilst the Service works

effectively with a number of partners to widen participation and develop targeted programmes, it needs to respond to the BIS Community Learning objectives by developing a more strategic partnership approach to the planning of provision to meet the particular needs of disadvantaged groups of learners and developing more robust evidence of intended and actual progression and outcomes for Community Learning learners.

The Service's fee policy is very effective in enabling participation amongst people on low incomes with Passport to Leisure and Learning users accounting for 32% (4,344) of enrolments on Community Learning programmes in 2011-12, and provision for those who pay enrolment fees has remained at affordable rates. The Service benefits from offering programmes in community based venues across the city at a cost below market rates, using a programme funding formula to cover the costs of energy, cleaning, admin and technical support. In order to achieve the BIS objectives for Community Learning, the Service now needs to identify effective strategies to maximise cost-effectiveness through achieving savings and/or income, either actual or in kind, from partner organisations and through a sustainable increase in enrolment fee income to support its focus on supporting those learners who cannot afford to pay.

Key priorities	Target 2013	Target 2014	Target 2015	Risks and issues to be addressed
Develop and implement a more strategic partnership approach to underpin planning of courses to meet the particular needs of people in priority neighbourhoods, under-represented groups and those facing barriers to learning.	Meet with internal and external partners to agree collaborative approaches to consultation, marketing and development of programmes. Implement agreed strategies.	Evaluate impact of partnership approach to consultation, marketing and curriculum development. Identify new partners. Identify and implement any amended or additional strategies.	Evaluate impact of partnership approach to consultation, marketing and curriculum development. Identify and implement any amended or additional strategies.	Partners do not have the capacity or wish to engage in a collaborative approach.
Update:				
Further develop strategies to: <ul style="list-style-type: none"> improve curriculum offer within priority neighbourhoods; meet targeted needs of under-represented groups and those facing barriers to learning 	Establish and implement principles and processes based on existing good practice to enable: <ul style="list-style-type: none"> venue managers to identify unmet local needs and inform curriculum planning curriculum teams to identify targeted needs and apply within curriculum planning 	Extend targeted provision to meet needs of under-represented groups and those facing barriers to learning.		Venue managers or curriculum teams do not have the capacity to increase existing measures to identify and meet targeted needs. Targeted groups do not participate in programmes.

Update:				
Maximise income and cost-effectiveness in Community Learning	<p>Amend fee policy to increase fees for those who can afford to pay.</p> <p>Seek contributions in kind to the cost of provision from existing and new partners.</p>	<p>Review impact of fee policy and amend if necessary.</p> <p>Continue to seek contributions in kind to the cost of provision from existing and new partners.</p> <p>Seek savings in marketing strategies and collaborate with partners to improve effectiveness of marketing strategies.</p>	<p>Review impact of fee policy and amend if necessary.</p> <p>Continue to seek contributions in kind to the cost of provision from existing and new partners.</p> <p>Continue to seek savings in marketing strategies and collaborate with partners to improve effectiveness of marketing strategies.</p>	<p>Increased fees are a deterrent to fee payers.</p> <p>Partners do not have financial capacity or wish to offer contributions in kind.</p> <p>Savings in marketing costs reduce effectiveness of marketing strategies.</p> <p>Partners do not have capacity or wish to engage in collaborative marketing strategies.</p> <p>Collaborative marketing strategies are not effective in recruiting CL learners.</p>
Update:				
More robust evidence of intended and actual progression of Community Learning learners and of outcomes related to improved digital and financial literacy, communication skills, improved health/social wellbeing and other 'soft' outcomes for learners	<p>Amend learner end of course evaluations, Passport to Leisure and Learning survey to capture progression and outcomes.</p> <p>Introduce a new post-course progression survey for Community Learning learners capturing outcomes.</p>	<p>Amend survey of learners with additional support needs to capture progression and outcomes.</p> <p>Use data from amended surveys and new survey to inform future planning.</p>	<p>Use data from amended surveys and new survey to inform future planning.</p>	<p>Community Learning learners do not wish to respond to more detailed questions on intended and actual progression.</p>
Update:				

4 Skills for Employment & Workplace Learning

The Service has an established programme of delivering both accredited and non-accredited vocational programmes, to those wishing to enter employment as well as those already in employment. The success rates for these programmes have been high and above the national average for this type of provision, with one of the two vocational areas of learning awarded an outstanding grade at the Service's last Ofsted inspection in 2007. Traditionally vocational provision has been delivered via a classroom based model, particularly for those learners not in employment, but in some subject areas has expanded to more flexible modes of delivery to support learner needs.

As a result of funding and eligibility rule changes, Workplace provision has decreased within the Service. However, with the increased government focus on supporting adults to gain skills to move into employment and to progress within the workplace, there is a need for the Service to respond effectively in terms of the way it delivers courses, the types of courses on offer and to a return to more delivery in the workplace.

Key priorities	Target 2013	Target 2014	Target 2015	Risks and issues to be addressed
Increase workplace provision within the City Council.	6 learners referred into Essential Skills provision. 2 courses delivered.	8 learners referred into Essential Skills provision. 5 courses delivered.	10 learners referred into Essential Skills provision. 8 courses delivered.	Service needs the capacity to develop this work
Update:				
Develop provision to be more flexible in terms of mode of delivery to meet the needs of learners	Introduce short intensive programmes in 2 curriculum areas. Investigate alternative models of delivery.	Implement models where appropriate.	Review effectiveness of alternative models.	Changes in funding and eligibility rules. Staff being willing to engage with new modes of delivery.
Update:				
Develop apprenticeship offer and deliver programmes	Develop offer and commence delivery of 1 pilot programme. Develop infrastructure to support and manage the programme.	Deliver 2 programmes.	Deliver 4 programmes.	Service needs the capacity to develop this work.
Update:				
Increase Skills for Employability provision	Increase provision with existing partners by 20%. Identify 3 new partners.	Increase provision by 20%	Increase provision by 10%	External influences affecting ability of partners to engage.

Update:				
Increase Workplace provision outside of the City Council	Conduct market research to identify needs of employers. Work with 2 employers.	Work with 4 employers.	Work with 6 employers.	Economic pressures on business may mean they do not have enough funding to invest in training Service needs the capacity to develop this work
Update:				

5 Accommodation and ICT Infrastructure

The Service locates its provision in 25 venues including schools, community centres, libraries, colleges and other community venues. The Service has a programme of continual improvement to ensure accommodation meets the needs of learners including accessibility and supports effective teaching, learning and assessment. Most venues are in high priority areas as the Service allocates resources in priority neighbourhoods as funding reduces, aimed at narrowing the achievement gap and addressing inequality.

The Service also continues to work with the local authority ICT department to maintain and improve ICT services including wireless access to work with emerging technologies and to allow the use of learner personal devices. The Service now utilises 51 classrooms (excluding schools and colleges) and almost all have access to an Interactive White Board (IWB) or plasma board, computers, and the internet. IWBs are also now available in two halls and projectors and screens are available in two tutor work areas. There is a rolling programme of update and improvement to identified minimum standards which are reviewed annually.

Additional targets or changes may be set or made from year to year dependant on new developments which may influence infrastructure or e-learning equipment requirements.

Key priorities	Target 2013	Target 2014	Target 2015	Risks and issues to be addressed
Identify accommodation in both existing and new venues to expand provision to meet delivery targets	Either expand provision in existing venues or commence new partnership in 2 locations.	Either expand provision in existing venues or commence new partnership in a further 2 locations.	Either expand provision in existing venues or commence new partnership in a further 2 locations.	Funding may reduce.
Update:				
A high quality ICT infrastructure to meet the needs of tutors and learning in supporting learning and assessment including emerging	Annual review and refresh of computers to 5 year cycle. All ICT suites and 30% of	Annual review and refresh of computers to 5 year cycle. 70% of classrooms to	Annual review and refresh of computers to 5 year cycle. 100% of classrooms to	Local authority ICT investment in non-corporate venues. Costs in

digital technologies requiring wireless connectivity and a reliable consistent internet speed.	classrooms to have identified minimum standard build - Windows 7, Office 2010 and identified curriculum specific software. Business plan in place for improvements to connectivity and wireless connectivity. Wireless access and guest access at 25% of AES venues.	have minimum standard build. Review future needs. Phased implementation of plan for improvements to connectivity. Wireless access and guest access at 60% of AES venues.	have minimum standard build. Wireless access at 80% AES venues.	maintaining current standard software requires more sustainable development solutions.
Update:				
Mobile equipment is in place to meet teaching and learning requirements including emerging technologies and learner need for assistive technology.	Mobile equipment reviewed and purchased to meet teaching and learning needs including tablet pcs and e-readers. Target 6 venues and allocation to 15 tutors for pilot.	Extend availability of tablet pcs to 10 venues. Target 30 tablets.	Extend availability of tablets to 15 venues. Target 50 tablets.	Framework for managing growing mobile device estate. Finance available to be able to support purchase of equipment.
Update:				
Service level agreement is in place and standards for support and maintenance are met to ensure to timescales.	Agreed minimum standards of Service Level agreement are established and met. IWBs maintenance agreement in place to ensure they are effectively maintained and supported.	As corporate connections are available, speedier solutions in place for remote monitoring and fault diagnosis/repair.		Local authority ICT resource to meet SLA.
Update:				

6. Staff Development

The Service has a comprehensive staff development plan and programme with a strong commitment to professional excellence with the aim of ensuring that staff have the professional and subject qualifications to ensure the delivery of high quality adult learning opportunities. The plan is based on national priorities, curriculum and organisational needs, and individual needs as identified through the annual performance development review process. Staff are allocated paid time which enables the Service to address training and development needs.

In accordance with the definition of 'fully qualified' in the 2007 national legislation, 22% of the Service's tutors were recognised as being fully qualified in 2007, although many more had specialist or lower level teaching qualifications. This has now risen to 75% in 2013. There has been a revocation of 2007 regulations with regards to teaching and subject specialist qualifications from 1 September 2012 with largely discretionary advice on appropriate qualifications in Further Education and continuing professional development. The Service therefore has more flexibility in determining the level of qualifications and the aim for a fully qualified workforce has been revised to 85% as it is now acknowledged that with tutors leaving and joining the Service is not achievable. However the Service expectation is that all staff will meet agreed minimum standards of subject and teaching qualifications determined in relation to curriculum areas recognising the many forms of professional status in community and vocational learning.

The impact of staff development and training is monitored, and continued improvements have been demonstrated in the quality of teaching as a result of it. This has included training and staff development in specific areas which has resulted in, for example, more effective use of e-learning and learning technologies, improved assessment of learners' progress, as well as professional teacher training that has supported teaching staff to achieve overall improvements in teaching.

Some staff development priorities change from year to year but key staff development priorities are shown below.

Key priorities	Target 2013	Target 2014	Target 2015	Risks and issues to be addressed
All staff benefit from completion of Coventry City Council mandatory training.	Identified Managers to attend recruitment and selection training. All managers to attend Risk Assessment training. All staff to complete 4 mandatory units. 50% of staff to attend data protection training.	100% staff to have undertaken data protection training. Updates as required identified in PDR.	All staff to have completed agreed mandatory units and will refresh in accordance with two year cycle.	
Update:				

All staff have subject specific qualifications above the level at which they teach.	80%	90%	100%	The willingness of staff to obtain qualifications.
Update:				
Increase the number of Essential skills tutors with level 5 subject specialist qualifications.	75%	80%	85%	The willingness of staff to obtain qualifications.
Update:				
96% of staff to have level 2 English and Maths qualifications	85% maths 90% literacy	90% math 94% literacy	95% maths 96 % literacy	Individual issues of some staff.
Update:				
All staff benefit from generic training and also support in accordance with personal development needs in relation to teaching and learning. An effective mentoring and coaching programme will support this process.	90% of tutors to have attended "Outstanding Teaching" development session. The mentor programme will be developed with a target of 8 new mentors. Mentoring and shadowing will be in place for identified tutors.	Mentoring and shadowing will be in place for identified tutors.	Mentoring and shadowing will be in place for identified tutors.	Reduced funding to support development activities.
Update:				
Training in assessment for learning, recording of progress in relation to starting point.	All identified Community Learning tutors.	New tutors.	Tutors as identified in PDR and new tutors.	
Update:				
Observation and observation report writing training.	All managers to attend updated observation training. Identified managers to attend report writing training.	New managers and those identified in PDR.	New managers and those identified in PDR.	
Update:				
Staff have the necessary skills to meet curriculum requirements to embed ILT into content and delivery of courses.	In accordance with Staff Development plan.	In accordance with Staff Development plan.	In accordance with Staff Development plan.	Ensuring resources are available in non-classroom based sessions to maximise potential of

				staff to embed ILT effectively.
Update:				
Training in the use of e-learning technologies.	(See staff development plan) Specific training in use of ipads to enable cross curriculum pilot. Covlearn, IWB and other training as identified.	(See staff development plan)	(See staff development plan)	Reduced funding to support development activities.
Update:				

7. Data

The Service recognises that data is the key to providing evidence to demonstrate how well an organisation is performing and in identifying areas where improvements need to be implemented in order to drive up standards. The Service is well supported by a team who provide data on for example, learner recruitment, retention, achievement, success rates, learner destinations. Reports are also produced on data such as attendance, learner feedback and learner participation and are reported by appropriate subject areas and groupings.

Historically, senior managers have worked with data and interpreted it but this needs to change so that all staff have some understanding of data and how it is used in order to make improvements across the Service.

Staff should be aware of how data is collected and interpreted and its relevance in informing planning and driving up standards. There needs to be a move towards making data more accessible, clearer and concise for all staff. Data and statistics need to be produced regularly with an expectation that staff will analyse it to effect improvements in the areas they manage. At the same time, the Service needs to develop systems so that internal data is compared with national averages and other providers to ensure standards are constantly raised.

Key Priorities	Target 2013	Target 2014	Target 2015	Risks and issues to be addressed
Managers at L2 and L3 to undertake in-house training on how to interpret and use data effectively.	Training to be arranged for October 2013.	Establish small working groups of managers to work collaboratively to examine data in a number of priority areas. Produce reports on their findings and actions taken as a result of them.	SMT to evaluate if the use of and analysis of data has changed to bring about improvements Provide further training, if necessary.	Staff feel they do not have the time. Staff do not see this as part of their role.
Update:				

Data reports from AQUA to be simplified, produced regularly and used more comprehensively across the Service to inform planning and the quality improvement process	Examine ways in which data can be made more accessible. Inform staff of the range of reports they can have access to. Produce a calendar to show when reports will be made available.	From January 2014 working parties identify and request the reports they want from AQUA.	Monitor and evaluate the process	More staff time may be required to enable this to happen.
Update:				
E-registers to be used in all accredited learning programmes.	Re-introduce e-registers in AOL 14 for recording attendance from September 2013. E-registers to be used to monitor attendance and to identify and address non-attendance. Termly reports on attendance in all accredited programmes to be produced by AQUA.	Monitor to ensure registers are being completed in full, and that non-attendance is being addressed. Ensure AQUA reports are used by managers to address non-attendance and that actions are recorded.	Monitor to ensure registers are being completed in full, and that non-attendance is being addressed. Ensure AQUA reports are used by managers to address non-attendance and that actions are recorded.	Reliability of equipment and systems can result in e-registers not being completed regularly.
Update:				
Process for collecting data on progression on accredited programmes to be implemented.	Work with software developer to provide a formula to enable progression of learners on accredited programmes to be collected effectively.	Implement system January 2014. Monitor and evaluate on ongoing basis and make any changes that may be required.	Monitor and evaluate	Implementation may be delayed depending on how long it takes to develop the formula.
Update:				
Process to be introduced for collecting intended and actual progression data beyond AES for use across the Service.	Explanation of the process and paperwork to be circulated to CLs. Information to be given to all staff in Sept 2013 briefing.	Monitor & evaluate effectiveness of process and modify as appropriate.	Monitor	To be collected via e-registers when software has been developed to do this.

	Response rates to be : Intended – 35% Actual – 15%	Response rates to be : Intended – 45% Actual – 20%	Response rates to be : Intended – 50% Actual – 25%	
Update:				

For further information please contact:

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www.coventry.gov.uk

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Public report Cabinet Member

Cabinet Member (Education)

16th July 2013

Name of Cabinet Member:

Cabinet Member (Education) – Councillor Kershaw

Director Approving Submission of the report:

Director of Children, Learning and Young People

Ward(s) affected:

All

Title:

School Meal Price Increase with effect from September 2013

Is this a key decision?

No

Executive Summary:

The purpose of this report is to seek approval to increase the price of meals, in line with the strategy.

It is proposed:

- To increase the school meal price by 5 pence for Primary and Primary Special schools
- To increase the Secondary Special School meal prices in two stages from September 2013 and January 2014
- To agree the notional value of the free meal allowance in cash cafeterias in Secondary Schools
- To agree the adult meal and teacher duty meal price from September 2013

Recommendations:

The Cabinet Member is asked to:

1. Note the budget performance for the school meal service in 2012/13.
2. Agree to increase the price of Primary & Special School meals by 5p to £2.00 per day from 3 September 2013.
3. Agree to there being no increase in the notional value of the Free Meal allowance in Secondary Schools from 2 September 2013, i.e. the notional price to remain at £2.55 per day.
4. Agree to increase the price of adult meals by 5p per meal to £3.21 for an adult meal and to £2.69 for a teacher duty/student meal from 2 September 2013.
5. Agree to increase Special Secondary School Prices in two stages from 2nd September 2013 by 10p to £2.05 per meal and 1st January by 10p to £2.15 per meal.

List of Appendices included:

Appendix 1 – Comparison of School Meal Charges with other Local Authorities.

Appendix 2 – Comparison of School Meal Take up for Primary & Special Schools

Other useful background papers:

None

Has it been or will it be considered by Scrutiny?

No

Has it been or will it be considered by any other Council Committee, Advisory Panel or other body?

No

Will this report go to Council?

No

Report title: *School Meal Price Increase with effect from September 2013*

1. Context (or background)

- 1.1 The Schools catering service was subject to a Fundamental Service Review in 2011. The review targeted the service to achieve 43% meal take-up against Primary School numbers on roll from September 2011. Current forecasts indicate that the financial targets will not be fully achieved in 2013/2014 as projected meal numbers are below those required for a 43% take-up. Primary meal take-up is forecast to be in the region of 40.5% for 2103/2014.
- 1.2 The Schools Catering Service provides meals for 93 schools.
- 1.3 The Schools Catering Services currently operates as a fully traded service and aims to recover all costs from income generated. Due to the Service not reaching the FSR take up targets, in 2012/13 it did not achieve its budgeted income target; however it more than covered the full cost of the service by £0.1m.

2. Options considered and recommended proposal

The Schools Catering Service actively reviews and monitors its performance and regularly liaises with its suppliers to ensure that the service operates as efficiently as possible.

Having reviewed the services financial information in conjunction with different business models the proposal is:

1. To increase the price of Primary & Primary Special School meals by 5p to £2.00 per meal from 2nd September 2013. This being the final year of a pricing strategy that was agreed by cabinet in 2010.
2. Maintain the notional value of the Free Meal allowance in Secondary Schools from 2nd September 2013, i.e. the notional price to remain at £2.55 per meal. This price will allow Secondary School pupils to buy a main course, dessert and a drink without having to pay any additional money.
3. To increase the price of adult meals by 5p per meal to £3.21 for an adult meal and to £2.69 for a teacher duty/student meal from 2nd September 2013. This increase takes into account the adjustment of prices in conjunction with increases in food prices that the service has incurred.
4. To increase Special Secondary School Prices in two stages from 2nd September 2013 by 10p to £2.05 per meal and 1st January 2014 by 10p to £2.15 per meal.

Secondary Special School meals have traditionally been charged at the primary rate. This does not reflect the cost, the portion size or the actual meal delivered and over time there has been an inherent subsidy which Primary Schools have subsidised.

To bring Special Secondary School prices in line with secondary prices would be unreasonable in one jump and the nominal cost for Secondary Schools is for cafeteria style meals whereas the Special Secondary School menu is a set meal

3. Results of consultation undertaken

Head Teachers of Secondary Special Schools have been consulted and have confirmed that they concur with the rationale for a phased approach to increasing the prices of the Special Secondary School Lunch.

The 2012 Annual Parents Survey identified price as a barrier to purchasing a school lunch predominantly if a parent had more than one child at school.

The services own research has shown that families have a preference for a lower meal price and cite high prices as a deciding factor when they choose not to purchase school meals.

Head teachers and Business Managers in Primary schools are concerned that the increase in price will lead to a reduction in meal numbers.

4. Timetable for implementing this decision

- 4.1 Head teachers will receive written confirmation of the decision made by Cabinet Member and requested to communicate the price increase to parents before commencement of the Autumn Term 2013.

5. Comments from Director of Finance and Legal Services

- 5.1 Financial implications

Although the Schools Catering Service is forecast to more than cover the full cost of the service in 2013/14, the forecast position against budget is a shortfall of £0.3m. This is as a result of the service not meeting meal take up targets set by the Schools Catering FSR. It is recognised that this shortfall will only be addressed by increasing the take up of school meals.

If meal prices are not increased the impact of inflation on staffing and provisions would worsen this forecast budgetary position. Factoring in inflation on staffing and provisions the calculated increase in meals price needs to be 5p per meal which is in line with 2010 School Meal Price increase Cabinet report.

Primary School Meals

The Primary school meal price is currently £1.95 which is in line with the Schools Catering Service FSR 3 year pricing strategy.

The final price increase of the 3 year strategy is an increase to £2.00 from 3rd September 2013 for paid and free meals.

Special School Meals

The Schools Catering FSR also recommended the same increase in the Special school meal price from £1.95 to £2.00 from 3rd September 2013.

It is proposed to increase the Primary Special meal price to £2.00 in line with the pricing strategy, it has been identified that the cost of providing a Secondary Special school meal is significantly higher than a Primary meal. It is therefore proposed to implement a staggered price increase of 10p (£2.05) per meal from 3rd September 2013 and a further 10p in January 2014 (£2.15) on Special School paid and free meal price.

This increase will assist in reducing the deficit per meal which the Schools Catering Service will be looking to address through work with individual sites to improve efficiency and improve take up.

Adult Meals

In line with increases in child meals it is proposed to increase the price of adult meals by 5p per meal to £3.21 for an adult meal and £2.69 for a teacher duty meal from 3 September 2013.

Secondary School Meals

The Schools Catering Service only provides meals to one secondary school. It is the schools responsibility for determining the price of school meals in their school and the City Council only needs to determine the appropriate rate for the free school meal price.

The additional income expected from the above proposed price increases is as follows:-

	Additional Income 2013/14 £'000
Primary (Sept'13 increase)	66
Special (Sept'13 and Jan'14 increase)	12
Total	78

There will be an impact in the current financial year as inflation has impacted from April 2013 but proposed price increases are from September 2013. This pressure will be managed within the Schools Catering Service and reported as part of the budgetary control process.

5.2 Legal implications

Section 512 of the Education Act 1996 provides that the local authority must provide in any maintained school, such facilities as they consider appropriate, for the consumption of meals or other refreshments brought into the school by registered pupils, and may provide registered pupils and other persons who receive education at such a school with milk, meals and refreshments. Section 512 ZA permits the local authority and school governing bodies to charge for the provision. Where a charge is made all pupils must be charged the same amount for the same quantity. The Education Act 1996 does not stipulate what charges can be made to adults on school premises or the notional value of a free school meal.

The local authority is also required to provide free school lunches where requested to do so, to those pupils who meet certain eligibility criteria (which includes but is not limited to where the pupil's parents are in receipt of income support; income-based job seeker's allowance; income related employment and support allowance or support provided under Part 6 of the Immigration and Asylum Act 1999).

6. Other implications

The Service relies on the Services of Schools based staff to collect cash in schools and also to administer the theme days and promotional activity. It is recognised that schools may not actively support the administration of activities designed to increase uptake and promote the service if they have other priorities. The service will not be able to address the issue of increasing uptake fully across the city if schools are unable to support the promotional activity.

- 6.1 How will this contribute to achievement of the Council's key objectives / corporate priorities (corporate plan/scorecard) / organisational blueprint / Local Area Agreement (or Coventry Sustainable Community Strategy)?

*Promote healthy lifestyles:
Every Child Matters:*

When improving the diet of young people outside of the home the school meal service is a key contributor, not only in terms of food purchased/consumed but also the role it plays in supporting curriculum and other health messages. Good school food helps our children develop good eating habits and enables them to understand how important good nutrition is to their long term health and wellbeing.

There is continuing evidence that well-fed children contribute to academic achievement and improved behaviour standards in schools. The School Catering Service can make a significant contribution in supporting schools through the development of appropriate menus and services.

Our goal is to provide good nutrition and a balanced diet through the food our children actually choose to eat.

- 6.2 How is risk being managed?

A marketing strategy is being developed to target the parents of Free School Meal pupils who do not take up their free school meal entitlement and parents of reception pupils who will be starting school in September 2013.

The Service is also working closely with its suppliers to ensure that price increases are minimised. Justification must be provided for all price increases that are presented.

All Kitchen Staff have been set performance targets that are directly linked to the food cost per meal and labour cost per meal.

The Service is working to the spirit of the nutritional standards to ensure that attractive menus are prepared for customers.

The Service is working with schools to ensure that meals are promoted positively.

New Recipes are being developed to support the phased introduction of production kitchens from September 2013.

New Menus and recipes are being developed for Regeneration Kitchens.

The service is recouping debts for unpaid meals from schools ever six weeks.

Free meals to Teaching Assistants and Nursery Nurses have ceased due to the cost that was placed upon the service for this provision. Schools may continue to offer free meals for their staff, but they have to pay for them

6.3 What is the impact on the organisation?

During consultations clients have cited that an increase in price as a primary barrier to purchasing a school lunch. This is supported by the findings of a School Food Trust survey which identified that take up often declines when meal prices increase. The Service is aware that this may happen when the price reaches £2.00. A City Wide marketing plan is in place to encourage customers to continue to purchase a school lunch.

6.4 Equalities / EIA

The school meals service seeks to meet the catering needs of all pupils in schools through the provision of varied menus and appropriate dining facilities and equipment.

The proposed increase in the price charged for a school meal will impact on parents/carers of children and young people of school age; however, the school meal service still reflects remarkable value for money and the price increase will assist the Catering providers to further improve menu quality.

Those pupils entitled to a FSM will benefit from a two course meal a every school day. Secondary school pupils entitled to a FSM will not be disadvantaged and will be able to choose a meal that is comparable to those that pay.

6.5 Implications for (or impact on) the environment

None

6.6 Implications for partner organisations?

None

Report author(s):**Name and job title:**

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Councillor Howells	Deputy Cabinet Member (Education)			

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Appendix 1

Comparison of School Meal Prices with other Local Authorities

In terms of comparisons with other Authorities, the price of Coventry's primary/special school meal is currently placed at the midpoint.

The table below reflects the current/proposed prices of other Local Authorities;

Authority	Secondary Free School Meal Allowance 2012/2013 & Proposed	Primary Meal Prices Actual 2012/2013 Price (Academic Year)	Primary Meal Prices Actual 2013/2014 Price (Academic Year)
Staffordshire	£2.20 Secondary	£2.10 Primary	£2.10 Primary
Nottinghamshire	Information not provided	£2.00 Primary & Secondary	£2.00 Primary & Secondary
Wolverhampton	£2.10 Secondary	£2.00 Primary	£2.00 No change anticipated
Derbyshire	£2.25 Secondary	£1.90 Primary	No Plans to increase
Solihull	£2.00 Secondary	£1.90 Primary	No Plans to increase
Coventry	£2.50 2010/11 £2.55 Sept 2011 No change in Sept 2012	£1.95	£2.00
Birmingham	£2.05 Secondary	£1.90 Primary	No Increase anticipated
Sandwell	£2.05 Secondary	£2.00 Primary	Increased on April 13 th
Warwickshire	£1.95 – £2.10 Secondary	£1.90 Primary	5p Increase from September
Dudley	£1.90 Primary & Secondary	£1.90 Primary & Secondary	Increased to current price April 13
Leicester City	£2.05 Secondary	£1.75 Primary	£1.75 Primary
Nottingham City	£1.70 Secondary	£1.70 Primary	£1.70 Primary

Appendix 2

Comparison of School Meal Take-up for Secondary, Primary & Special Schools

Secondary Schools

Information is not available for all schools as The Schools Catering Service only has responsibility for one Secondary School and does not have access to the information from other Secondary Schools

COMPARISON OF SCHOOL MEAL TAKE UP – PRIMARY SCHOOLS						
Financial Year	Daily average paid meals	% Take-up to Nos. on Roll (NOR) less FSM registration	Daily average free meals	% Take up against entitlement	Daily average paid & free	Overall % total meal take-up against NOR
2007/8	5,048	26.20%	4,428	82.30%	9,476	38%
2008/9	4,846	24.80%	4,486	82.70%	9,332	37%
2009/10	4,903	25.50%	4,931	82.90%	9,834	39%
2010/11	5,217	26.90%	5,138	83.50%	10,355	41%
2011/12	5,036	25.35%	5,004	82.66%	10,039	39%
2012/13	5,593	26.36%	5,192	76.94%	10,786	39.2%

Data up to end of March 2013

COMPARISON OF SCHOOL MEAL TAKE UP – SPECIAL SCHOOLS						
Financial Year	Daily average paid meals	% Take-up to Numbers on Roll (NOR) less FSM registration	Daily average free meals	% Take up against entitlement	Daily average paid & free	Overall % total meal take-up against NOR
2007/8	194	43.90%	251	84.00%	445	60%
2008/9	201	45.50%	250	84.80%	451	61%
2009/10	177	42.10%	250	79.40%	427	58%
2010/11	168	40.70%	244	81.90%	412	58%
2011/12	177	41.59%	243	84.65%	420	59%
2012/13	209	53.90%	257	77.80%	466	64%

Data up to end of March 2013

Cabinet Member (Education)

16 July 2013

Name of Cabinet Member:

Cabinet Member (Education) - Councillor Kershaw

Director Approving Submission of the report:

Director of Children, Learning and Young People

Title:

Dissolution of the Federated Governing Body for Alice Stevens, Baginton Fields and Sherbourne Fields Schools and the establishment of Single Governing Bodies for each school.

Is this a key decision?

No

Executive Summary:

The Federated Governing Body was established as a vehicle for implementing the Secondary Broad Spectrum Inclusion Strategy approved by the Council in 2005. Since that time the federated governing body has been working toward implementing the Broad Spectrum Strategy and has secured through the Governments Priority Schools Building Programme the delivery of the first Broad Spectrum Secondary School with the rebuilding of the Alice Stevens School, which will have governance arrangements under a single governing body.

The remaining schools in the federation have determined that in order to achieve the Broad Spectrum Strategy there needs to be a strategic partnership in place that includes the primary special schools and that this is best achieved through a Partnership Board rather than a federated governing body. The schools have therefore determined to dissolve the federation.

The School Governance (Federations) England Regulations 2012 requires that the Local Authority establishes temporary governing bodies for schools leaving a federation. This report therefore seeks Cabinet Member approval to establish temporary governing bodies for the three schools and to appoint the temporary governors to these bodies in time for the new academic year.

The governing council's and headteachers of the three schools have been consulted on the size and composition of the temporary governing bodies being recommended as well as on potential governors to serve on these governing bodies.

Recommendations:

- (1) To approve the establishment of temporary governing bodies for Alice Stevens, Baginton Fields and Sherbourne Fields Schools.
- (2) To appoint the members outlined in the appendix to the report as temporary governors for each school.
- (3) To approve the establishment of a cross-phase Partnership Board to deliver the Local Authority's Broad Spectrum School Strategy.

List of Appendices included:

Temporary Governing Body Constitutions and names of governors to be appointed.

Other useful documents:

The School Governance (Federations) (England) Regulations 2012
The School Governance (New Schools) (England) Regulations 2007
Available from <http://www.legislation.gov.uk/>

Has it been or will it be considered by Scrutiny?

No

Has it been or will it be considered by any other Council Committee, Advisory Panel or other body?

No

Will this report go to Council?

No

Report title:

Dissolution of the Federated Governing Body for Alice Stevens, Baginton Fields and Sherbourne Fields Schools and the establishment of Single Governing Bodies for each school.

1. Context (or background)

1.1 The current Governance arrangements for three special schools, Alice Stevens, Baginton Fields and Sherbourne Fields are no longer considered to be fit for purpose and require change. To achieve the desired outcome the current federated governing body is to dissolve and individual governing bodies are to be established.

2. Options considered and recommended proposal

2.1 The federated governing body at its meeting on 7 May 2013 considered alternatives to dissolution that included only Alice Stevens School de-federating, expanding the federation to include primary special schools and dissolution of the federation. Following discussion it was agreed to dissolve the federation and to request that the Local Authority make arrangements to enable this to happen.

2.2 The decision to dissolve the federation is a decision solely for the federated governing body and the respective school governing councils to make and is in accordance with the Federation Regulations 2012. On making the decision to dissolve the federation the next step is for the Local Authority to establish the temporary governing bodies and to appoint the temporary governors to these bodies. This report sets out the process for implementing the decision of the federation.

2.3 The New Schools Regulations require that the Local Authority establishes temporary governing bodies for each of the three schools who are leaving the federation and also requires the Local Authority to appoint the governors to these temporary governing bodies within a set framework and timescale.

2.4 In determining the size and composition of the temporary governing bodies the Local Authority sought the views of the respective governing councils, Headteachers and federation governing body members as to the most appropriate size. They were also asked for recommendations on names to be appointed as temporary governors.

2.5 RECOMMENDATION

- 1) The size and composition of the respective temporary governing bodies be as follows;
 - a) Alice Stevens School: Nine Governors comprising, three parent governors, two staff governors (including the Headteacher), two Local Authority governors and two community governors.
 - b) Sherbourne Fields School: Ten Governors comprising, three parent governors, three staff governors (including the Headteacher), two Local Authority governors and two community governors.
 - c) Baginton Fields School: Ten Governors comprising, three parent governors, three staff governors (including the Headteacher), two Local Authority governors and two community governors
- 2) The named temporary governors listed in appendix one be appointed to each of the respective temporary governing bodies until permanent governing bodies are in place.

- 3) To establish a cross-phase Partnership Board to deliver the Local Authority's Broad Spectrum School Strategy, the determination of the composition and constitution of the Partnership Board to be delegated to the Assistant Director, Education and Learning Services.

3. Results of consultation undertaken

- 3.1 The governing councils and Headteachers of Alice Stevens, Baginton Fields and Sherbourne Fields Schools have been consulted on both the size and composition of the temporary governing bodies as well as on names of potential temporary governors.
- 3.2 In the majority of cases we have accepted the recommendations of the governing councils and the Headteachers when determining the size and composition of the temporary governing bodies.
- 3.3 In the case of Alice Stevens School the Local Authority is of the view that governance is not strong enough or well enough equipped to deal with the demands of the new Ofsted Inspection framework despite support and training given in recent months. We have therefore recommended temporary governors who have not, in the main, been governors at the school previously.

4. Timetable for implementing this decision

- 4.1 The temporary governing bodies will be in place for the start of the new school year, that is from 1 September 2013.

5. Comments from Director of Finance and Legal Services

5.1 Financial implications

There are no financial implications

5.2 Legal implications

The School Governance (Federations)(England) Regulations 2012 require, where a governing body of a federation decide that the federation is to be dissolved, that upon receipt of the required notice the Local Authority MUST establish a temporary governing body and issue a new instrument of government for each school. When carrying out duties relating to the constitution of the governing bodies the Local Authority must have regard to the statutory, "Guidance For Governing Bodies, Local Authorities, School Leaders in England and Governor Organisations and Other Organisations with an Interest".

6. Other implications

The Local Authority will inform the current governing council members for Alice Stevens School of the recommendation not to appoint the majority of current members to the temporary governing body.

6.1 How will this contribute to achievement of the Council's key objectives / corporate priorities (corporate plan/scorecard) / organisational blueprint / Local Area Agreement (or Coventry Sustainable Community Strategy)?

The proposals support the continued drive to implement the Broad Spectrum Special School Strategy approved in 2005.

6.2 Implications for partner organisations?

There is no impact on partner, communities, Compact, organisations / voluntary organisations, community safety issues or local neighbourhoods

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Contributor/approver name	Title	Directorate or organisation	Date doc sent out	Date response received or approved
Contributors:				
Roger Lickfold	Strategic Leader	Children, Learning and Young People	12 June 13	21 June 13
David Haley	Assistant Director	Children, Learning and Young People	12 June 13	16 June 13
Names of approvers for submission: (officers and Members)				
Rachael Sugars	Finance Manager	Finance and Legal Services	20 June 13	21 June 13
Elaine Atkins	Legal Services	Finance and Legal Services	20 June 13	8 July 13
Colin Green	Director	Children, Learning and Young People	20 June 13	21 June 13
Councillor Kershaw	Cabinet Member (Education)		20 June 13	24 June 13
Councillor Howells	Deputy Cabinet Member (Education)		20 June 13	24 June 13
Neelesh Sutaria	Human Resources Manager	Children, Learning and Young People	20 June 13	21 June 13
Michelle Salmon	Governance Services Officer	Customer and Workforce Services	20 June 13	21 June 13

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Alice Stevens School Temporary Governing Body (Nine Governors)

Staff Governors (two)

Mr Stephen Garside (Headteacher)
To be confirmed by Headteacher

Local Authority Governors (two)

Councillor Hazel Noonan
Councillor David Kershaw

Parent Governors (three)

To be nominated by the Headteacher

Community Governors (two)

Mrs Julia Bond
Mrs Lyn Kingston

Baginton Fields School Temporary Governing Body (Ten Governors)

Staff Governors (three)

Simon Grant (Headteacher)
Alison Francis
Tracey Robertson

Local Authority Governors (two)

Councillor Ken Taylor
Claire Nash

Parent Governors (three)

Rashpal Singh
James Moore
Helen Wilcock

Community Governors (two)

Geoff Lockett
Kala Patel

Sherbourne Fields School Temporary Governing Body (Ten Governors)

Staff Governors (three)

Shivaun Moriarty (Associate headteacher)
Keelie Hill
Claire Hope

Local Authority Governors (two)

Roger Hughes
Dave Rounsley

Parent Governors (three)

Jayne McNulty
Samantha Jarrett
Mandy Crilly

Community Governors (two)

David Jackson
Jenny Redshaw



Coventry City Council

Cabinet Member (Education)

16 July 2013

Appointment of Authority Governors

Authority Governor: New Appointments

Name	School	Term of Office
Mrs C Campbell	Corpus Christi Catholic Primary	15 July 2017
Mr H. Hopkinson	Henley Green Primary	15 July 2017
Mr Gordon Mercer	St Gregory's Catholic Primary	15 July 2017
Mr Harish Dhokia	Stivichall Primary	15 July 2017
Mr T Sandhu	Stoke Primary School	15 July 2017
Mrs Pat Cox	St Johns CE Primary	15 July 2017
Councillor R Sandy	Whoberley Hall Primary	15 July 2017

Authority Governor: Re-appointments

Name	School	Term of Office
Mr S Rees	Alderman's Green Primary	20 July 2017
Councillor K Taylor	All Saints CE Primary	31 August 2017
Mr P Liggins	Allesley Primary	20 July 2017
Councillor A Lucas	Cardinal Newman Catholic School	31 August 2017
Mr P Beasley	Coundon Primary	20 July 2017
Mr G Moore	Coundon Primary	20 July 2017
Ms J Young	Edgewick Primary	20 July 2017
Councillor G Duggins	Longford Park Primary	31 August 2017
Dr R Nash	Lyng Hall School	25 July 2017
Councillor L Kelly	Moat House Primary	25 July 2017

Mrs J Piper	Park Hill Primary	31 August 2017
Mrs L Burns	Potters Green Primary	20 July 2017
Mrs H Hudson	Whitmore Park Primary	20 July 2017
Councillor D Chater	Willenhall Primary	31 August 2017
Councillor R Lahka	Willenhall Primary	31 August 2017
Mr J Hetherington	Willenhall Primary	31 August 2017

All of the above meet the criteria for appointment as LA Governors set out below:

- Have a commitment to the provision of high quality education and the pursuit of excellence for all children
- Be supportive of the LA's policies, its aspirations for Coventry's children and the partnership between a publicly accountable LA and its schools
- Show a willingness to be a supportive and critical friend to the school
- Have the time to attend meetings of the governing body and to get to know the school
- Possess skills and/or experience relevant to the work of school governing bodies.



16th July 2013

Name of Cabinet Member:

Cabinet Member (Education) – Councillor Kershaw

Director Approving Submission of the report:

Director of Customer and Workforce Services

Ward(s) affected:

None

Title:

Outstanding Issues Report

Is this a key decision?

No

Executive Summary:

In May 2004 the City Council adopted an Outstanding Minutes System, linked to the Forward Plan, to ensure that follow up reports can be monitored and reported to Members. The attached appendix sets out a table detailing the issues on which further reports have been requested by the Cabinet Member (Education) so he is aware of them and can monitor progress.

Recommendations:

The Cabinet Member (Education) is requested to consider the list of outstanding issues and to ask the Member of the Management Board or appropriate officer to explain the current position on those which should have been discharged at this meeting or an earlier meeting.

List of Appendices included:

Table of Outstanding Issues.

Other useful background papers:

None

Has it or will it be considered by Scrutiny?

No

Has it, or will it be considered by any other Council Committee, Advisory Panel or other body?

No

Will this report go to Council?

No

Report author(s):

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Directorate:

Customer and Workforce Services

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Contributor/approver name	Title	Directorate or organisation	Date doc sent out	Date response received or approved
Contributors:				
Names of approvers: (officers and members)				

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APPENDIX

	Subject	Date for Consideration	Directorate/ Responsible Officer	Proposed Date/Amendment to Date for Consideration	Reason for Request to Delay Submission of Report
1	<p>Review of the New Coventry Strategy for improving Attendance</p> <p>A report on the impact of the new strategy be submitted to Cabinet Member (Education) (Minute 24/12 of Cabinet Member (Education) 14 November 2012 refers)</p>	Autumn 2013	Director of Children, Learning and Young People - Sue Diamond	-	-
2	<p>Post-16 Transport Policy – Support to Access Education and Training</p> <p>A report on the revised policy be submitted to the Cabinet Member (Education) (Minute 32/12 of Cabinet Member (Education) 28 November 2012 refers)</p>	Autumn 2013	Director of Children, Learning and Young People – Ann Brennan	-	-

* Identifies items where a report is on the agenda for the meeting.

