

Minutes of the meeting of the **Overview and Scrutiny Committee** held in Committee Room One East Pallant House Chichester West Sussex on Thursday 22 November 2012 at 09:30

## **Members (15)**

Mrs C M M Apel (Chairman)  
Mr R J Hayes (Vice-Chairman)

Mr A D Chaplin	Mr D J Myers
Mrs P Dignum	Mr H C Potter
Mrs N Graves	Mr F Robertson
Mrs E Hamilton	Mrs J A E Tassell
Mr G H Hicks	Mrs B A Tinson
Mr S Lloyd-Williams	Mr N R D Thomas

were present (14)

## **Overview and Scrutiny Committee Members Absent**

Mr G V McAra

## **Chichester District Council Members Present as Observers or Contributors**

Mr J C P Connor  
Mrs J E Dunton  
Mrs E P Lintill  
Mr S J Oakley  
Mrs C Purnell

## **Officers Present for All Agenda Items**

Mrs A Jobling – Executive Director of Home and Communities  
Mrs B Jones – Principal Scrutiny Officer  
Mr G Thrussell - Senior Member Services Officer

## **West Sussex County Council Representatives Present for Agenda Item 6**

Ms M Carrigan – Principal Advisor Support and Intervention Unit Children's Services  
Mr P Griffiths – Cabinet Member for Education and Schools  
Mr D Sword – Director of Learning

## **91 Chairman's Announcements**

After the emergency evacuation procedure was read Mrs Apel welcomed everyone to the meeting, including the press representative Miss O Lerche. At the chairman's invitation

the committee members introduced themselves for the benefit of the West Sussex County Council (WSCC) representatives who were in attendance for agenda item 6.

Mrs Apel announced that item 7 (Review of Rural Car Park Charges) had been withdrawn from the agenda and would be the subject of a special meeting of the committee in December 2012 on a date to be announced.

She advised that lunch would be provided for the committee members after the meeting in view of the training sessions that would be taking place throughout the afternoon.

Apologies for absence had been received from Mr McAra.

## **92 Approval of Minutes**

### **RESOLVED**

That the Overview and Scrutiny Committee approves without amendment the minutes of its meeting on Thursday 27 September 2012.

Mrs Apel duly signed and dated the minutes.

## **93 Urgent Items**

There were no urgent items for consideration at this meeting.

## **94 Declarations of Interests**

Mr Hayes declared a personal interest in respect of agenda item 6 (Educational Attainment in Chichester District) as an employee of West Sussex County Council.

## **95 Public Question Time**

No public questions had been submitted for this meeting.

## **96 Educational Attainment in Chichester District**

Contrary to what was stated in the agenda there was no PowerPoint presentation for this item. Although no written report had been produced, after its despatch members were sent by way of background information a document of statistical tables and analysis called *Education Data and Information* (copy attached to the official minutes).

During this item a four-page schedule of schools by locality area was circulated to the committee (copy attached to the official minutes).

Ms M Carrigan (Principal Advisor Support and Intervention Unit Children's Services), Mr P Griffiths (Cabinet Member for Education and Schools) and Mr D Sword (Director of Learning) appeared before the committee for this item as WSCC representatives.

### Introductory Remarks and Responses

Mr Griffiths said that he and his colleagues welcomed the opportunity to address this very important subject. Education was rapidly changing in West Sussex, with one-in-five pupils now attending an academy in the county. He mentioned WSCC's duty to meet the five statutory obligations, including place planning (in view of the baby boom and inward

migration) and securing improvement in standards of education. WSCC shared this Council's ambition to enhance educational attainment in Chichester District.

Mrs Apel referred to the Council's current work to produce its Local Plan, an important aspect of which was enabling economic development and creating conditions for private sector job growth. If the District's residents and businesses were to benefit from that, a high level of proficiency in education and skills was required of the District's schools.

Mr Sword referred to the *Education Data and Information* document, which contained two basic sets of data (contextual and outcomes), which needed to be viewed over a period of time. As to context, both West Sussex as a county and Chichester as a district were very varied; economic circumstances and school performance were correlated. As to outcomes, there were national government thresholds for schools to meet: Key Stage 2 (L4+ achievement rate in English and mathematics) and Key Stage 4 (L5+ achievement rate in 5+ A\* to C at GCSE including English and mathematics (to be raised from 40% to 50% in 2013)). The new GCSE performance measure, the English baccalaureate (Ebac), was being introduced but was not yet fully in force. WSCC also used the Fischer Family Trust (FFT) data as a further benchmark, which was based on an analysis of national data and produced estimates of progress that children should be making. For example, FFT B data compared individual pupils with national rates of progress for pupils of similar prior attainment and FFT D data compared their progress with pupils nationally whose progress was in the top 25%.

In response to questions by two members Mr Sword commented as follows:

- *Was it not preferable to have one common, easily understood monitoring system rather than the current multiplicity of benchmarks and indicators used by government, Ofsted and local; education authorities?* WSCC used the two key and well-established indicators followed by the government and Ofsted, namely the aforesaid L4+ in English and mathematics and the 5\* A to C at GCSE.
- *What were the ages of pupils in Key Stages two, three and four?* Key Stage 2: up to age 11; Key Stages 3 and 4: 11 to 16.
- *What was the meaning of FFTB?* This would be covered later by Ms Carrigan.

#### Overview of the Education Data and Information

Ms Carrigan provided an overview of the data, which was, she said, very complex, with multiple indicators and all the data had underlying information. Ofsted based its assessments on a whole range of criteria. As already explained, the Department for Education (DfE) used threshold measures for Key Stages 2 and 4; it also relied on Ofsted's publicly available assessments, which were shorter, succinct summaries of how well a school was performing from the pupils' starting point, their progress and the calibre of results (including areas for improvement), and looked at teaching and learning. She explained and elaborated on the *Education Data and Information* document as follows (with additional contributions by Mr Sword and Mr Griffiths):

- **Basic and Contextual Information** (page 2) and **CDC Schools IDACI** (appendix 1: page 11). With reference to deprivation levels, she cited Kingsham Primary School as an example.

- **Vulnerable children and young people** (pages 3 to 4) and **Vulnerable children and young people data by year group** (appendix 2: page 12). This category included children who had statements of special educational needs (SEN). Chichester District emerged as the third highest district in the county with SEN children. This was as a result of its having three special schools ie Fordwater, Littlegreen and St Anthony's Schools.

At this point members asked several questions with regard to special schools and SEN pupils and Ms Carrigan, Mr Sword and Mr Griffiths responded as follows:

- The figure for the Chichester District SEN score if the three special schools and units were discounted would be provided after this meeting.
- There were 11 special schools in total in West Sussex.
- The new specialist unit at the Bourne Community College did not feature in this data, which was for 2011 and there were so far only a small number of pupils in attendance.
- Schools with special units would have a large group of SEN pupils eg Portfield Community Primary School.
- The special schools in Chichester District attracted pupils from a wider area than this local authority area. The Southbourne locality (Bourne Community College) had a large intake of children from Hampshire, particularly the Leigh Park area, which had a high level of deprivation.
- The Chichester locality proportion of statemented children (5.1%) (page 3) was the highest of the four Chichester District localities. The main reason for this was the number of special schools which inevitably had significant numbers of children who were statemented and/or who had speech and language and autistic needs. It might be that the figure also reflected deprivation.
- In appendix 2 on page 12 the **SEN – School Action** section referred to the school itself taking support measures for children eg booster lessons and the **SEN – School Action Plus** section related to schools that needed to draw on additional external resources. Usually SEN children will have been the subject of school action or school action plus, although it might be as a result of the school being unable to meet the child's needs or domestic factors.
- **Vulnerable children and young people – FSM** (free school meals) (page 3). There was a need to encourage parents to register their child's entitlement to FSM. The reason for the low take-up was invariably the social awareness and awkwardness in claiming for a child who is then known to be a recipient. Schools worked very hard to ensure that a child in receipt of FSM could not be identified. Financial criteria and thresholds existed to claim benefits. The funding for FSM came out of the base budget for schools. Additional funding in the form of the pupil premium was then allocated to schools to help children eligible for FSM to improve their learning. There was flexibility in how it was used eg school breakfast clubs. Schools in receipt of it had to show how they were targeting and applying it.

- The **Selsey Locality FSM** figure (page 3) was higher (11.9%), which reflected (i) the very positive approach in that area to encourage eligible parents to apply, (ii) the fact that it was a smaller community which made it easier to raise the profile of FSM and (iii) the greater number of children entitled to FSM in that area (Selsey had a not inconsiderable amount of deprivation and low social mobility). The anecdotal evidence mentioned by one member, that the pupils being brought each day to The Academy Selsey included children with learning difficulties and that this might explain the FSM figure, had no factual basis. The Academy Selsey had a defined catchment area from which pupils were transported to the school. Nonetheless the anecdotal claim would be examined.
- **Vulnerable children and young people – Service Children** (page 4). The 2.3% and 12.6% figures reflected the military presence on Thorney Island.
- WSCC was unusual as a local education authority in that it shared its data with all its schools. One of the reasons for analysing this data was to identify where good practice was occurring.
- **WSX Looked After Children** (CLA: Children looked after) (page 4) were the most vulnerable group of children and were entitled to the pupil premium. WSCC's Education Service worked closely with Children's Services and the schools.
- **Absence and Attendance Data** (page 5). There was a correlation between high levels of absenteeism and SEN pupils and there was a difference in this between mainstream and special schools. Ofsted took this into account in, for example, assessing Fordwater School in Chichester. There were rising numbers of pupils with English as a second language, but it was found that their educational performance rose once they had learned English. In addressing unauthorised absence, the starting point was that it was the school's responsibility to monitor absence rates. The school was supported by the Education Welfare Service (EWS) and preventative work would be undertaken with parents. EWS resources were targeted to address high/persistent absence levels. If absenteeism persisted and was unresolved the matter would have to be taken to court. Some schools were collaborating to hire their own teams to address this issue. Absence had a very punitive effect on how Ofsted views a school's performance. A consultation was now underway on the future of the EWS.
- The reason for the Selsey Locality absence rate of 5.5% (page 5) was explained in part by seasonal factors eg taking time off school to go to the beach. Schools were well aware of the relationship between absences and outcomes: an attendance rate of less than 95% would result in a fall in a school's grade outcome. It was acknowledged that the figure was significant and required attention. This issue had been discussed with the Principal of The Academy Selsey and she had described the problem of certain families who countenanced school absence for various reasons eg to help work in the father's business which the child was destined to join on leaving school. Schools aimed to raise pupils' aspiration goals in order to become as qualified as possible.
- Child and family centres played a critical role in identifying early and successfully resolving children's issues and, say, helping parents with parenthood skills.
- **Outcome Data** (pages 6 and 7):

- The outcome data was listed by cohorts to reflect the fact that individual school data can vary from year to year and should even out over time (in appendix 3 (pages 13 to 15) the outcome data was listed by school). In looking at the data school by school it was important to bear in mind the cohort. The Key Stage 2 indicators on page 6 used by the DfE and Ofsted (attaining L4+ in English and mathematics and two levels of progress in those subjects by the end of Key Stage 2) and WSCC (Fischer Family Trust (FFT) data) were explained.
- Outcome data could be improved (eg the Selsey Locality from 2010) where the right interventions were made to assist a school to improve eg funding to help smaller classes, providing teaching assistants and learning mentors. A lot of school-to-school support was undertaken eg Seal Primary Academy had worked with Jessie Younghusband School on improving the early-years category. Each school differed as to the type of intervention that was most suitable in its case.
- Key Stage 2 data had markedly improved in the last year or so.
- The Key Stage 4 key indicators (pages 8 and 9) showed a very similar picture. The current DfE threshold for identifying under-performing schools would rise from 40% to 50% in 2013. The Ofsted indicator measured for three levels of progress in English and mathematics by the end of Key Stage 4. The schools that performed well had had some early examination entries and had taught more linear than modular courses.
- The FFT indicator used by WSCC with secondary schools was particularly important. One target was to reduce the number of red entries (school/group actual result less than FFT B estimate). Targets rose each year.

#### Responses to Questions by Overview and Scrutiny Committee Members

Ms Carrigan, Mr Griffiths, Mr Sword and Mrs Jobling responded as summarised below to members' questions on a range of points of detail relating to the following matters:

- *What were the key aspects of Mr Sword's role as Director of Learning?* Ensure enough school places in the right places and of a good quality; identify under-performance and appropriate intervention; ensure children with SEN received the correct provision.
- *Where did the responsibility for turning round failing schools lie?* Principally with the school governing body, but WSCC would identify underperforming schools and help to arrange appropriate intervention.
- *What was being done to bring up to the Key Stage 4 national average those schools in the Chichester District schools that were currently below it?* It was pointed out by a member that in appendix 4 (page 16) for 2012, of the six non-special schools listed out of the nine in Chichester District three were below the national average (58%), one barely went beyond it and two had exceeded it. In reply, it was stated that the context for such results had to be considered. There were issues of underperformance in Chichester District eg Midhurst Grammar School, where WSCC initiated intervention prior to the school gaining academy status and it was now performing at a much higher level. Intervention was made

in schools that were close to the floor targets (lowest levels of performance). In the case of other schools WSCC would work closely with the governing bodies. The three below average schools identified by the member had been visited and were working to targets and plans that had been set by WSCC, details of which could be requested from the governing bodies of the schools concerned. The importance of effective school governors was of a critical influence in determining the calibre of a school. Inspirational leadership and excellent teachers would result in very good pupil learning. It was highly desirable for all elected members to be associated with schools in their wards.

- *What was the position regarding staffing levels in Chichester District and what sort of recruitment was required to bring the number of teachers to a proper level?* Primary schools were always fully staffed and there were no issues in that area. Teachers in those schools tended to train, live and work in the local area. With secondary schools there would be a range of issues regarding particular subjects; recruitment was difficult for mathematics, science and modern foreign languages (the E-bac's requirement of two modern foreign languages would accentuate the problem). The Academy Selsey was finding it hard, for example, to recruit and retain good mathematics teachers; the town's isolated position and West Sussex generally being an expensive area in which to live and commute to work were obvious contributory factors. It was necessary to recruit nationally for science and mathematics, including at head of department level. Better qualified staff would ensure a significant improvement in results. Schools had proved to be very creative in using staff to teach other subjects. The use of incentives to aid recruitment was a matter for the individual school and governing body; currently there were no national schemes available to benefit West Sussex. In order to recruit a very good head of mathematics Midhurst Rother College had increased the salary.
- *What was the position with recruitment of male primary school teachers?* There was a government incentive to increase the proportion of male teachers for the early years and primary levels. One factor was that men rather than women tended to apply for promotion. This was related to recognition that in some schools staff eg head teachers had been in position for a long period and despite the benefits of continuity there were advantages in a periodic turnover of staff. WSCC had just started to look at programmes and incentives for head teachers who had been in one position for a long time.
- *Were head teachers of academies paid appreciably more than in other schools and did remuneration make a difference to the quality of teachers recruited?* The government set head teachers' pay and it was not possible to comment on the comparative value of the salaries paid to academy heads.
- *In what sort of ways were secondary schools looking at ways of working with FE colleges on a careers advice service following the demise of the universal careers service Connexions?* A child who was identified as more vulnerable was entitled to such a service. Work experience could not be delivered by WSCC because of the withdrawal of funding, but colleges in West Sussex were working very well collaboratively to put in place a system of work experience checks, the monitoring of placements, and the giving of information, advice and guidance. For obvious competition reasons, school sixth forms might not welcome visits by FE colleges to talk about and promote work experience, and it was important to preserve sixth forms. Area partnerships were working together to plan advice and guidance.

There were no grants available for these schemes. Further information from Janice King (General Adviser – 14 to 19 in the Learning Unit of WSCC's Children's Services) could be provided to the committee about this.

- *What was the percentage of children who left school aged 16?* This data was available and would be provided to the committee after this meeting. Over 90% of young people stayed on beyond the age of 16. The government's objective was to get all students to be in training or education up to 17 and then 18. WSCC was well-placed to achieve that goal.
- *How was the need to avoid a mismatch between job skills and the education of potential young employees to be avoided?* Some 37% of employers raised this as a critical matter. This was a longstanding issue under discussion between WSCC and employers. There was more to do to improve the match between the two, which was why schools were engaging with business eg breakfast meetings at Bourne Community College, which facilitated a direct business input into the way a school approached this issue.

Mrs Jobling said that the Local Strategic Partnership had examined in 2011 ways of providing initiatives to help young people to return to work eg business seminars, visits by skills councils. In the light of this discussion it was appropriate to look into finding a way to have a dialogue with schools. Mr Sword said that this would be a very positive development in realising the aim of developing young people's skills from primary to post-16 level.

- *Currently one-in-five of pupils attended an academy in Chichester District, which was trend that would surely increase. How were academies financed, what was the input of United Learning and what was the governors' role?* The trend was quite significant. By the end of 2012-2013 academic year one-in-four children were expected to be attending an academy. Details of the funding, finance, control and accountability of academies (the details of which depended on the type of the academy) were given.
- *In view of the cost of moving to an expensive area such as Chichester District, what consideration had been given to assisted housing schemes, key worker accommodation or affordable housing?* Mrs Jobling explained that the Council had previously looked at key worker schemes; the last occasion was in respect of nurses. Loans were now the way forward, rather than the Council holding a property that, from time to time and even for a significant period of time, was not being occupied by a key worker. The Council was currently considering the merits of the Local Authority Mortgage Scheme, which could address teachers' needs. Affordable housing was not necessarily an appropriate product for teachers as they were not on very low incomes. A form of subsidised housing might be worthwhile to consider. The Local Plan could address this issue.
- *How important was the ethos of schools?* Ethos was of immense importance to and in any school. It was essential to ensure that those social skills were being rightly learned before starting school and a lot of work was being done to encourage parents and children to acquire those skills eg listening carefully to their children, appropriate social interaction, how to use cutlery and writing implements, going to the toilet and talking as a means of teaching.



- *Who is responsible for a school's start and finish times?* These were determined by the school governing body. They could be linked to practical issues such as co-ordinating school transport, hence the 08:00 start time at Bishop Luffa School.
- *One type of school absence was home education, but how was the quality of such education monitored and regulated?* Home-educated children were not counted as being absent. WSCC had an obligation to monitor the quality of home education and maintain a register of such children, but parents could avoid registration and refuse to be monitored. A need to tighten-up that situation has not been pursued by the government. However, WSCC was able to visit and monitor the vast majority of home-educated children and their parents. One check was to see whether children with SEN needed to return to school.
- *Given academy status could be conferred on a failing school, in what sense did academies work from the aspect of achieving pupil success?* There were two categories of schools that might gain academy status: (a) poorly performing schools, which convert to being an academy with a sponsor and this was very effective in turning a school around eg Midhurst Rother College and (b) schools that are performing well and choose to convert to a free-standing academy (non-trust); it was early days to assess how well this category was performing against other schools in the county. The option for primary schools to convert to academy status was quite new and it was too soon to say what difference this was making to a school that had taken that step.
- *How was the admissions policy for admission to the primary school of one's first choice being handled?* This represented a huge challenge, not least creating an extra 6,000 primary school places by 2015. Of those, some 860 had had to be found by September 2012, which WSCC succeeded in achieving. All children should go to a local school, but this was not always possible and it would be a challenge to meet by 2020. Admission rules varied from school to school and academies set their own entry terms. Mr Griffiths was disappointed that the new admissions code did not afford more flexibility regarding siblings. WSCC had recently begun a consultation on aspects of the oversubscription criteria for community and controlled schools, particularly in relation to siblings, in order to meet better the needs of rising school numbers. The consultation (closing on 7 December 2012) sought views on three issues including whether siblings should be given priority over children from the catchment area of a school.
- *As well as addressing the requirements of children assessed as having special education needs, what was being done for gifted and talented children?* The need to stimulate and stretch the brightest children was recognised. WSCC had a nationally-recognised scheme for gifted and talented children. There would be a new scheme from April 2013 and schools would have the opportunity to send children to work with other very able children. There was a proposal to launch a new Sussex Arts Academy and further provision for musically-gifted children was continuing.
- *What will be the impact of funding changes on schools and academies?* Radical changes were anticipated with the government seeking to have a national funding formula in place by 2015. A simpler formula was proposed and WSCC would seek to ensure that it was applied as fairly and flexibly as possible.

- *In view of The Academy Selsey having been identified as below the current Key Stage 4 key indicators threshold over the last four years and in 2012 it reached the floor, being significantly below the national average and having a high take-up of benefits and free school meals, what action plan was in place to address this situation?* WSCC acknowledged that the school had caused considerable concern. Prior to becoming an academy the school had had a very good head teacher who was then promoted and the school's performance subsequently fell. It was targeted for sponsored academy status and The Academy Selsey was now at the level prior to the previous head teacher's departure. It was part of a small group of schools which encouraged a good exchange of information. WSCC did not relinquish interest in that school now that it was an academy. It was hoped that investment in the building would improve that aspect.
- *Was it acknowledged that the perception existed that social engineering had resulted in Selsey having a disproportionate number of problem rather than able children and that, as a result, there was an adverse presumption by employers and others against children from the Manhood Peninsula?* It was important for WSCC to work with this Council and other agencies to address such issues and to improve the quality of the primary school sector. Pupils at the top end of the education sector in Selsey should now be working at the level expected of them. There was clearly a group of pupils who were not engaged with education and how to address that problem was a wider issue. It was evident that The Academy Selsey was receiving pupils from feeder schools whose literary levels were far too low. John Atkins was the chief executive of the Kemnal Academies Trust, a multi-academy trust that was currently overseeing a number of secondary schools – some of which were already academies, one having an Ofsted 'outstanding' rating. He was conversant with issues of school improvement and could advise and assist on educational/school and social issues; he had, for example, visited GP surgeries to discuss relevant matters with them. His contact details would be made available to this committee and its officers.

#### Further Information to be Supplied by West Sussex County Council

As noted above, it was agreed by the WSCC representatives during the debate that they would ensure that after this meeting the following information would be provided to committee members and relevant officers:

- The figure for the Chichester District SEN score if the three special schools and units were discounted.
- The percentage of children who left school aged 16.
- The contact details for John Atkins of the Kemnal Academies Trust.
- Further information about careers service advice, guidance, monitoring of work experience placements and funding could be supplied by Janice King (General Adviser – 14 to 19 in the Learning Unit of WSCC's Children's Services).

Additionally, details of the targets and plans to which the three below-average schools at Key Stage 4 identified in appendix 4 were working could be requested of the school governing body concerned.

## Closing Comments

Mrs Apel thanked all three WSCC representatives for their attendance and contributions. She wished WSCC well, particularly in the development of education/business links. She said that this had been a very useful session and the committee would wish to think carefully about how to take these issues forward.

Mr Griffiths thanked the committee for this valuable opportunity and emphasised the importance of working by consensus and collaboration.

In summarising the debate Mrs Jobling and Mrs Apel suggested four areas for members to consider for their future involvement:

- Becoming a governor of a school in their local ward.
- Selsey ward members establishing a local meeting with Ms Vicky Wright, the head teacher of The Academy Selsey (who was also Area Co-ordinator South Coast for the Kemnal Academies Trust and a governor of Seal Primary School) to discuss how the local members could be involved in monitoring the situation in Selsey.
- Seeking to become actively involved in their local child and family centres.
- Arranging a visit to Midhurst Rother College in 2013.

### **97 Review of Rural Car Park Charges**

As announced at the start of the meeting this item had been withdrawn from the agenda for this meeting. The committee agreed that a special meeting should be held shortly to consider this matter. The date was likely to be Tuesday 11 December 2012 at 14:00 after the Council meeting that morning. This special meeting would then be followed by a meeting of the Scrutiny Planning Group.

[**Note** Subsequently, on Monday 26 November 2012, the committee was notified by e-mail that this special meeting would be held instead on Wednesday 12 December 2012 at 09:30, thereby enabling the views of the Chichester District Parking Forum that would be meeting the previous day to be taken into account]

### **98 Report of the Recording Committee Meetings Task and Finish Group**

The committee considered the agenda report (copy attached to the official minutes).

Mr Hicks, as the chairman of the Recording Committee Meetings Task and Finish Group (RCM TFG) presented this item and Mr H Monaghan (Web and GIS Manager) was also in attendance to answer members' questions.

Mr Hicks summarised the background to establishing the RCM TFG, the purpose of the review (para 4.1), the proposal made by the RCM TFG to undertake a pilot project for the recording of certain committee and other meetings during the first nine months of 2013 (paras 5.1 to 5.8), the alternatives considered (paras 6.1 and 6.2), the consultation undertaken (para 7.3), the community impact (paras 8.1 to 8.3) and the corporate risks, in particular defamation (para 9.3).

Mr Monaghan commented on the research undertaken by officers and said that the pilot project would be a fairly straightforward exercise from the web site management aspect.

In reply to a question, Mrs Jones said that there would be no need to purchase any equipment, save for an audio recorder (already accounted for in the facilities budget) and the additional practical work involved would be absorbed within existing staff resources.

During the discussion some members raised various concerns about the consequences of meetings being audio-recorded, to which Mrs Jobling and Mrs Jones responded eg:

- Meetings becoming longer because of the operation of the equipment and the temptation to make statements rather than ask questions: this was not evident in the experience of other councils using this technology.
- The lack of demand for this facility.
- The fact that minutes (the legal record) were not supposed to be a verbatim record: they would stay the same and not become a full transcript.
- The increased risk of a claim of defamation.
- The right of a member not to be recorded.
- One of the standard local government practitioner text books, Charles Arnold-Baker on *Local Council Administration*, stated that meetings should never be recorded.
- The risk that the recordings, or part thereof, could be misused by someone with an ill-intent against a particular member or the Council as a whole.

Some members expressed support for the pilot project on the grounds of its being an entirely appropriate means of increasing accessibility to Council meetings in the twenty-first century, that it could be extended to member workshops/briefing sessions, that it would enable members to catch up on missed meetings, and it could assist the press and other media in reporting the Council's meetings.

On a vote being taken on a show of hands, nine members were in favour of the proposal and two (Mr Lloyd-Williams and Mr Robertson) were against.

Accordingly, by a majority the committee was in favour of the recommendations below.

#### **RECOMMENDED**

The Cabinet is asked to approve:

- (1) That the audio recording of development management committee meetings, bi-annual all-parishes meetings and two other meetings which might be of public interest be undertaken for a pilot period of nine months commencing in January 2013.
- (2) The adoption and implementation of the protocol for audio recording certain Council meetings at appendix 1 to the report.

- (3) The carrying out of a review at the end of the pilot period to assess the value of recording meetings and whether to recommend to the Council that it should be continued.

## **99 Feedback from the Scrutiny Planning Group, Standing Panels, Task and Finish Groups and West Sussex County Council Select Committees**

### **(1) Scrutiny Planning Group**

The committee received the minutes of the meetings of the Scrutiny Planning Group (SPG) on Tuesday 23 October 2012 (copy circulated with the agenda) and on Tuesday 13 November 2012 (copy circulated at the start of this meeting) (copies of both sets of minutes attached to the official minutes).

There were no questions or comments on either set of minutes.

#### **RESOLVED**

That the Overview and Scrutiny Committee receives the minutes of the meetings of the Scrutiny Planning Group on Tuesday 23 October 2012 Tuesday 13 November 2012.

### **(2) Standing Panels**

#### **(a) Housing Standing Panel – Friday 12 October 2012**

Mrs Graves, the chairman of the Housing Standing Panel (HSP), provided an oral briefing on the following covered by the HSP at its meeting on Friday 12 October 2012:

- *Bosham Fire Station – Affordable Housing* The HSP favoured option two in the briefing paper ie the Council would purchase the freehold from West Sussex County Council for £100,000, work with HydeMartlet to prepare a planning application for three affordable homes and, if permitted, grant HydeMartlet a 99-year lease for the site for at least £25,000 and develop out.
- *Sub-regional Housing Market Assessment* There was a discussion about carrying out the new assessment and related issues.
- *Housing Strategy* Members had responded to an internal consultation and a public one on the Council's web site was underway at the time of the HSP's meeting.
- *Shopwyke Lakes – Update on the Provision of Affordable Housing* The viability assessments for both affordable housing and infrastructure were being considered by the District Valuer (initial findings were that costs and incomes were reasonable and a range of issues were being discussed with the developer).
- *Equity Loan Scheme* Legal agreement with Parity was to be signed in due course.
- *Allocations Policy* There had been three responses to the consultation paper on the Members' Bulletin Board.
- *Local Authority Mortgage Scheme* This would be considered by the Corporate Governance and Audit Committee the following week.

- *House Build Statistics* A review of housing need on the south peninsula was being undertaken by one of the HSP members.

Mrs Graves noted Mrs Apel's request that in future the HSP report be sent by e-mail to members in advance of the meeting.

Mrs Apel referred to a further meeting by her and Mrs Graves with HydeMartlet. It was felt that perhaps a similar meeting could be set up for members to have contact with Affinity Sutton. Mrs Apel also suggested that a member seminar on benefits (including second home council tax) should be arranged in 2013.

#### **RESOLVED**

That the Overview and Scrutiny Committee notes the outcome of the meeting of the Housing Standing Panel on Friday 12 October 2012.

### **(3) Task and Finish Groups**

#### **(a) Recording Committee Meetings Task and Finish Group**

The recommendations of the Recording Committee Meetings Task and Finish Group were considered under agenda item 8 (minute **98** above refers).

### **(4) West Sussex County Council Select Committees**

Chichester District Council members who have been assigned to West Sussex County Council (WSCC) select committees have the opportunity to provide feedback to this committee on items of relevance from meetings which they have attended.

#### **(a) Children and Young People's Select Committee**

Mrs Apel referred to the following matters that had been discussed at the Children and Young People's Select Committee meeting on Thursday 4 October 2012:

- A report by the independent chairman of the West Sussex Children's Service Improvement Board – an Ofsted inspection was now needed in order to gain an improved rating.
- Local Safeguarding Children Board Annual Report 2011-2012 and the first annual report from the lead member for safeguarding children.

#### **(b) Environmental and Community Services Select Committee**

Meetings of the Environmental and Community Services Select Committee (ECSSC) had taken place on Thursday 27 September 2012 (the same day as the previous meeting of this committee) and Wednesday 21 November 2012 (only the day before this meeting).

##### (1) Thursday 27 September 2012 Meeting

Mrs Purnell had missed this meeting because she had been present at this committee's meeting. However, from the ECSSC minutes she highlighted the following main points:

- Fire and Rescue Service Report and Update on West Sussex Fire and Rescue Service Consultation over Proposed Savings.

- Future of the County's Gypsy and Traveller Sites – report on selling or leasing WSCC-owned sites.
- Consultation on Draft Aviation Policy Framework.
- Minerals and Waste Development Framework Task Force Report and Proposed Submission Draft of the West Sussex Waste Local Plan.
- Thameslink Consultation Task Force Report.

#### (2) Wednesday 21 November 2012 Meeting

Mrs Purnell had attended part of this meeting and she highlighted the following main points:

- Future of the County's Gypsy and Traveller Sites – the Cabinet Member for Public Protection's response to the committee's recommendations at its last meeting.
- Consultation on Draft Aviation Policy Framework - Cabinet Member for Highways and Transport's response to the committee's recommendations at its last meeting.
- Review of the Highways Term Contract and the 2012 National Highways and Transport Survey Results.
- Building For Growth: Investment in infrastructure to support growth.
- The Green Deal: improving energy efficiency, protecting the vulnerable, creating jobs and reducing CO<sub>2</sub> emissions.
- Total Performance Monitoring Report to 30 September 2012.
- Budget Update and Business Planning.
- Forward Plan of Key Decisions – Highways and Transport: rescission of major road schemes; West Sussex Fire and Rescue: trading company.

#### **(c) Health and Adult Social Care Select Committee**

Mrs Dignum highlighted the following matters that had been discussed at the Health and Adult Social Care Select Committee meetings on Wednesday 3 October 2012 and Thursday 15 November 2012:

#### (1) Wednesday 3 October 2012 Meeting

- Impact of Changes to the Eligibility Threshold for Adult Social Care and the Implementation of Preventative Services – a reassessment of the effects of WSCC restricting adult social care funding to substantial and critical needs and no longer including moderate needs.

After explaining the rationale for doing this, there was an intense debate during which it was asked if this strategy was meeting people's needs and whether just basic needs were being met leaving much else unaddressed. Charities and user groups had submitted criticisms and witnesses (with

physical difficulties) described their concerns and experiences eg isolation and loneliness, possibly leading to mental health issues; feeling of a lack of choice; people using GPs and hospital A&E more; expense of alternative help; rural areas had little choice and poor transport; people wanted long term practical help not just advice; information could not always or completely be found on the Internet; shock of withdrawal of services; appeals services and advocacy need improvement; forms did not give room for full answers; above all this, it left many in great personal difficulties. WSCC would be producing a list of social and day care opportunities; looking at the potential for social isolation and how to address it; integrating NHS and adult social care proactively; getting information to all and improving advocacy services for those over 65.

## (2) Thursday 15 November 2012 Meeting

- Community Health Services – this was a themed session with presentations by a number of key organisations and services, the focus of which was the patient journey and experience; the challenges facing the whole health and adult social care system; how it was working together to ensure the best outcomes for West Sussex residents.
- Short Breaks Services in West Sussex for Children with Complex Health Needs and Disabilities – a report outlined options for the future model of service for such children. A representative of parents who used The Cherries unit in Chichester set out the parents' concerns and views. The final decision on the short breaks service would be taken at an NHS Sussex Board meeting in the first quarter of 2013. The committee resolved that as the proposals in the report constituted a substantial variation in service, both parents and stakeholders should be involved in shaping the future of the short breaks service, detailed business cases for the redevelopment of The Cherries and Holly Lodge should be made as part of a jointly-funded partnership model, and a task force should be established to scrutinise the matter further.

### **RESOLVED**

That the Overview and Scrutiny Committee notes the proceedings of recent meetings of West Sussex County Council's Children and Young People's Select Committee, Environmental and Community Services Select Committee, and Health and Adult Social Care Select Committee.

### **100 Late Items**

There were no late items considered at this meeting.

[**Note** The meeting ended at 12:50]

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CHAIRMAN

Date \_\_\_\_\_