

BRISTOL

LEARNING CITY

ACTION NOTES FROM LEARNING CITY PARTNERSHIP BOARD MEETING 25 JANUARY 2017 VENUE – OSBORNE CLARKE OFFICES

Attendees, Board members:

Cllr Claire Hiscott, Bristol City Council (in the Chair)
Sarah Baker, Bristol Association Secondary Head Teachers and Principals
Karl Brown, Bristol Junior Chamber
Chris Curling, Society of Merchant Venturers
Helen Davies, Arnolfini
Stephen Hughes, Bristol City Council
Laurence Pitt, Primary Heads Association Bristol
John Readman, Bristol City Council
Professor Judith Squires, University of Bristol
Phil Winfield, At Bristol

Apologies:

Marvin Rees, Mayor of Bristol
John Hirst, Destination Bristol
Neha Mehta, Bristol Youth Council
Simon Newitt, Off the Record
Lee Probert, City of Bristol College
Tim Stringer, Integral Build
Professor Steve West, University of the West of England

Other attendees:

Chrysta Garrett, Bristol City Council
Ian Hird, Bristol City Council
Paul Jacobs, Bristol City Council
Tommy Jarvis, Learning City
Adam Powell, West of England LEP
Jane Taylor, Bristol City Council
Louise Wardle, Learning City

WELCOME AND INTRODUCTIONS

Cllr Hiscott welcomed attendees, who introduced themselves. She extended a particular welcome to Helen Davies, who was attending her first meeting as a new Board member.

NOTES AND ACTIONS FROM LAST MEETING – 9 NOVEMBER 2016

The notes of the 9 November meeting were confirmed as a correct record.

A summary of actions taken since 9 November, included with the agenda papers, was noted.

In relation to the **Strategic Ambition and Implementation Plan**, work is progressing across the three challenge groups to ensure that clearly defined targets/indicators are identified. Learning City indicators will also be aligned with the suite of key city targets and measures that are being developed at the Mayor's request.

LEARNING CITY UPDATES AND FEEDBACK FROM RECENT EVENTS:

a. Bristol Learning City international award:

Bristol Learning City has won the UNESCO Learning City Award 2017, one of 16 cities selected from over 50 applicants by an international panel of judges. The award will be presented at an event in Cork in September. In welcoming the award and recognising the progress achieved to date, the Board noted that Learning City is still at an early stage; the success so far is very much a "catalyst" for taking forward future work.

b. China UNESCO Global Network of Learning Cities event:

Claire Hiscott and Paul Jacobs reported back on their attendance at this event in November. Bristol Learning City had presented on developing a legal framework for taking forward a learning city. Bristol's profile had been raised, useful feedback received and information shared about other models, and ways of monitoring progress. It had been particularly interesting to learn about approaches being taken by Sonderborg Learning City (Denmark) in relation to improving the educational attainment of girls in Science, Technology, Engineering and Maths (STEM).

c. Princes Trust Enterprise – supporting young entrepreneurs:

Cllr. Hiscott reported that in the six week run-up to Christmas, the Council had given the opportunity for Princes Trust sponsored young entrepreneurs to showcase their businesses at City Hall. Cllr. Hiscott asked the Board whether a similar initiative could work in their respective workplaces.

d. UWE Learning City roadshow feedback:

A successful Learning City engagement event with UWE senior leaders was held in December. Following on from this, a piece of work will be done to map UWE's significant engagement with schools in Bristol; this will be reported back to the Learning in Education Challenge Group. The Board were reminded that the Learning City roadshow offer continues to be available to other partners/sectors.

e. Bristol Scholars launch:

Judith Squires provided an update on the Bristol Scholars scheme that was launched on 5 December at St Bede's Catholic College. The event was attended by Education Secretary of State Justine Greening, the Mayor and the UNESCO Director for Lifelong Learning, Arne Carlson. This is the first initiative of this type in the UK and attracted national media attention. The pilot phase is underway, with approximately 50 applications received. A meeting will also be held with head teachers in Bristol to start planning the next cohort.

It was noted that the Office for Fair Access is interested in working and linking in with the city as part of its key role in promoting fair access to higher education.

f. UNESCO Europe and North America Regional Workshop on the Global Action Programme on Education for Sustainable Development and Cities

Judith Squires reported back on the recent UNESCO sustainability workshop held in Hamburg in December. Professor Chris Willmore, from the University of Bristol attended the workshop on behalf of Bristol Learning City. The focus of the workshop had been on helping cities to promote and develop their Sustainable Development Goals and on how they can inform city policy and priorities. Bristol's Sustainable Learning programme was particularly well received. A 'Task and Finish' will look at that recommendations set out in Professor Willmore's report and report back to the Partnership in the coming months.

g. Learning in Communities challenge group:

Phil Winfield outlined details of the initial work taking place to define the scope of the Challenge Group. The focus will be on finding out what communities want and need avoiding a "top down" approach. The group will focus on the themes of equity and understanding, through participatory/informal learning, whilst at the same time supporting the work of the other Challenge Groups. Further work is taking place to identify more specific initial priorities/outcomes. Some of the outcomes are likely to be "softer", so careful thought will need to be given to measuring progress.

LEARNING CITY LEADERSHIP AND GOVERNANCE:

REFINING OUR STRUCTURE

Resourcing update

Further to the discussion at the previous Board meeting, John Readman reported that the University of Bristol and UWE had both agreed to match BCC's financial contribution, and will accordingly contribute £25k each, and the City of Bristol College will be contributing £12.5k.

In terms of recruiting to the Learning City team, some potential candidates had been identified and it was proposed that John Readman, Judith Squires and Lee Probert would undertake this recruitment process, with a view to roles being taken up in March. The Board noted and supported this proposal.

Proposal for Executive Group

In relation to governance, John Readman outlined a proposal to establish a Learning City Executive Group. The Board supported in principle the circulated governance proposal and the Board and the Executive Group each meeting four times a year.

The membership of the Executive Group will initially comprise of the Chairs of the three challenge groups and the key funders, but the Executive Group will review its membership at its first meeting (particularly in relation to whether all the key funders need to be represented on the Group), and will feedback to the Board if any variation to the Executive Group membership is felt appropriate.

Board member roles

The Board noted and endorsed a paper setting out the respective Board member roles, subject to noting that there should further definition/review of the “philanthropy” category. In discussion, it was noted that John Readman would liaise with Steve West about looking to strengthen business representation on the Board.

Membership nomination – Suzanne Baxter

The Board agreed the membership nomination of Suzanne Baxter, Group Finance Director, Mitie.

LEARNING IN EDUCATION – RAISING THE ATTAINMENT OF ALL STUDENTS

Education Performance Outcomes 2016 – presentation from Paul Jacobs

Key points highlighted in the presentation and subsequent discussion:

- a. Context: consultation is taking place on a new National Funding formula and Early Years funding reform. The key headline is that under the current proposals, over time, Bristol’s funding will reduce. Given this and the fragmentation of the education provision landscape, the role of Bristol Learning City will become even more important.
- b. Overall performance: Bristol schools and early years’ settings continue to secure a significant improvement and attainment outcomes have increased over time. 92.2% of schools are good or outstanding compared with a national average of 88%. Bristol secondary schools are in the top 20 of all local authority areas nationally for Ofsted outcomes.
- c. Early years: There is an improving trajectory over time across all areas of learning, and the gap between disadvantaged learners and their peers continues to narrow. However, the early writing skills of boys continue to be of concern, and there is a 31.9% gap between Black Caribbean boys and girls in relation to children’s Good Level of Development.
- d. Key Stage 1: There is an improving trend in phonics and the gap between boys’ and girls’ attainment has narrowed further. However, outcomes in reading, writing and maths are below the national average for both “expected” and “higher” standards. Outcomes for some ethnic groups continue to be well below the Bristol average. Girls do better than boys in reading and writing; boys do better than girls in maths.

- e. Key Stage 2: “Expected” outcomes for Bristol children are in line with the national average – Bristol is ranked 69 out of 150 local authorities. For higher achievers, Bristol is above the national average. Again, outcomes for some ethnic groups continue to be well below the Bristol average, especially for Black Caribbean pupils. Girls do better than boys in reading and writing; boys do better than girls in maths.
- f. Key Stage 4: The Ofsted profile is currently very strong. The Progress 8 outcome is, however, below the national average with Bristol ranked 6 out of the core cities; Bristol Metropolitan Academy achieved the highest Progress 8 score, with 43% of learners being from disadvantaged backgrounds. In total, 8 out of 21 schools achieved a positive progress score.
- g. In discussion, it was noted that significant progress has been made in some schools in areas of deprivation, e.g. dramatic improvement has been made at Ilminster Avenue Primary School in Knowle West; identified best practice, e.g. the importance of highly effective school leadership, can be shared and spread. There is also a generally improving picture in South Bristol. Whilst the historic challenge of narrowing the gap between the highest and lowest performing secondary schools remains, the gap is being narrowed, and the bar is being raised in the lowest performing schools.

Responding to the education outcomes – presentation from Sarah Baker

Key points highlighted in the presentation and subsequent discussion:

- a. The key objectives of the Learning in Education Challenge Group, recognising the complexity of the education provision landscape, are to:
 - Raise education outcomes;
 - Widen participation;
 - Ensure the sufficiency of and access to education provision.
- b. It was highlighted that ensuring strong performing schools remain strong must be a priority.
- c. The Excellence in Schools Group is developing an action plan with specific outcome measures for 2017-18; progress will be reported to this Board.
- d. It is essential for all schools and providers to be part of Bristol Learning City in order to help share best practice, tackle inequality in education opportunities and attainment, and widen participation and access to education. As part of this, providers need to be aware of and respond to city needs, which may sometimes mean giving up “sovereignty” in some areas, e.g. the reality is that the city does not need all individual secondary schools to have their own 6th forms and providers can do more to work together in some areas.
- e. Ensuring a high quality of school leadership and governance is of critical importance. Some schools struggle to recruit governors, especially those located in relatively disadvantaged socio-economic parts of the city. To help address this, more can be done to encourage employees working across the range of reputable organisations in Bristol (e.g. those organisations involved with this Board) to get involved as school governors. To assist the recruitment of potential governors, it would be useful for head teacher representatives to produce a short summary/fact sheet/leaflet about the governor role that could then be made available to a range of employee groups. Paul Jacobs discussed the opportunity to develop something through the Learning City team. Ongoing commitment to governors training remains important.

NATIONAL AND LOCAL DEVELOPMENTS

Update on skills and devolution – presentation from John Readman, Adam Powell and Jane Taylor

Key points highlighted in the presentation and subsequent discussion:

- a. Under the devolution arrangements, the West of England Combined Authority is in the process of being established as a new statutory body. The Order to establish the authority is currently the subject of a Parliamentary process.
- b. The new authority, led by a new “Metro Mayor” to be elected on 4 May 2017, will be a lean and efficient, open and transparent body, responsible for delivering the West of England devolution deal, i.e. the strategic agenda for planning, transport, housing, economic development and skills.
- c. In terms of economic growth, the importance of an inclusive approach, taking due account of tackling inequalities is being recognised. A local economic strategy is being developed and this will need to include the development of a clear and coherent joint employment and skills plan across the constituent authorities (Bristol, South Gloucestershire and Bath & North East Somerset). At this stage, a “positioning” statement is being developed and will be shared with partners.
- d. Moving forwards, challenges in relation to the skills agenda will include how to encourage and enable “hard to reach” groups to access opportunities, and how best to engage with those who are not currently engaged. The Learning for Work challenge group will have an important role in helping to shape this agenda.
- e. An initial application for funding for an Employment Support Innovation Pilot will be submitted on the 27 January, with the final application to be submitted on 24 February.

Partnership Board – forward planning

It was noted that the Executive Group will examine and plan the future agendas for meetings of the Partnership Board.

Other business - Personal, Social, Health and Economic (PHSE) education – proposed letter to the Secretary of State from the Mayor and Police & Crime Commissioner setting out the need to make PHSE a statutory curriculum subject:

It was noted that the heads associations would be consulted prior to this representation being sent to the Secretary of State.

**** Meeting close: 5.30 pm ****

Actions Summary

Agenda Item	Actions from meeting	Who	When
Learning City Updates	Princes Trust - Learning City Partnership Board members to explore the possibility of hosting a similar initiative	All	3 May 2017
Learning City Updates	Education for Sustainable Development - Develop a Task and Finish Group to explore recommendations set out in report – Attached	Learning City Team	3 May 2017
Learning City Updates	Learning in Communities - Further work to define scope and to identify initial priorities	Phil Winfield	30 March 2017
Governance	Recruitment to be progressed via selection panel (John Readman, Judith Squires, Lee Probert)	John Readman	1 March 2017
Governance	Executive Group to review its membership, particularly in relation to whether all key funders need to be represented	Executive Group	1 March 2017
Governance	Board Member Roles - Liaise with Steve West about looking to strengthen business representation on the Board	John Readman	1 March 2017
Governance	Write to Suzanne Baxter formally inviting her to join the Partnership Board and provide an induction	Paul Jacobs	8 February 2017
Learning in Education	Governor recruitment - School/Education representatives to look at producing a factsheet/leaflet to help promote school governor opportunities. Link to the Learning City Team	Sarah Baker / Laurence Pitt/Paul Jacobs	30 March 2017
Devolution	Learning for Work to provide ongoing support and guidance to the work on Devolution	Adam Powell	1 June 2017