

BRISTOL

LEARNING CITY

Minutes / Action Notes
Learning City Partnership Board Meeting
0 April 2019

Action Summary

Agenda Item	Actions from meeting	Who	When
2A	Careers Hub – Details on the creation of the Hub to be shared at a further meeting. Information to be shared with the Post 16 Task & Finish Group	Jane Taylor & TJ	
Update as part of the meeting			
2B	Reading City – Funding Bid detail to be share with Board Members; particularly details on outcomes.	Tom Sperlinger	
The bid was unsuccessful. Further funding opportunities are being considered			
2B	Project Name Change – inserting the word 'with' in place of 'to' so it reads 'a city that reads with its children'	Tom Sperlinger	
Information was relayed to project lead			
2B	Work through possible link the 'city that reads with its children' project has with adult literacy and feedback.	Lee Probert	
Carry forward			
2C	(b) Members to feedback on attendance issues and advice given to primary and secondary school children; should a different message be shared?	All to TJ	
Ongoing			
2C	(f) the feedback from SEND parents to be shared with alternative providers	TJ	
Carry forward			
3	(f) further work to be done with appointed wellbeing leads to avoid the project being seen as just another thing to do.	TJ	
TJ liaised with Chair of PHAB and BASHP to ensure project adds value and not additional work			
4	The final One City Plan to be circulated to Members	TJ	
Shared with Board members in February			
5A	Membership to UNESCO to be renewed	TJ	

Completed and sent to UNESCO in March			
5A	Tom Sperlinger and Thomas Jarvis to discuss next conference in Columbia	TS & TJ	
Discussions have been started, until further information has been released regarding the content of the conference no further work can be done			
5B	Thomas Jarvis to provide a project outline for a Learning City Festival event	TJ	
Survey has been distributed to partner agencies and learning providers in Bristol – report to come to future Partnership Board meeting			
5C	Thomas Jarvis to provide a report to the Board on how to influence bids relating to the Board's theme/remit.	TJ	
Verbal update in Board meeting			
5D	The Chair to liaise with Business lead/Youth lead/adult learning provider on joining the Board.	AK & TJ	
Youth Mayor to attend future meetings as a Board member			

Attendees, Board members:

Jim Bowyer, Bristol Hospital Education Special Partnership

Chris Curling, Society of Merchant Venturers

Councillor Anna Keen, Cabinet Member with responsibility for Education and Skills (Chair)

Lee Probert, City of Bristol College

Tom Sperlinger, University of Bristol

Apologies:

Jon Angel, Bristol Secondary Head Teachers and Principals Association

Jo Midgeley, University of the West of England

Lawrence Pitt, Primary Heads Association

Other attendees:

Claudette Campbell, Democratic Services Officer

Thomas Jarvis

Alan Stubbersfield, Interim Director: Education & Skills

1 WELCOME & APOLOGIES COUNCILLOR A KEEN

Cllr Anna Keen opened the meeting and led introductions.

Special welcome extended to the Youth Mayor, Siena with Martin James, Youth and Community Worker

2 PROGRESS & DELIVERY

2A LEARNING CITY PRIORITIES

Post 16 Strategy

Summary of the task & finish group remit:

The LCP Board has agreed to support a two year project to help key partners work together to develop a collaborative strategy to achieve a fundamental transformation of our post 16 offer to significantly improve our provision planning and outcomes. In our first research phase, the group is collecting evidence against priority themes with a view to use our key findings to inform strategic plan priorities from 19/20. Lee Probert provided an update on the Post 16 Strategy task & finish group.

Highlighting the following:

- a. That the rationale for the geographical position on this provision was unclear; early findings indicate that schools took the decision on provision based on the availability of qualified teaching staff and funding; 6th form colleges concentrate their efforts on A-levels and progression to University; St Brendan's had a provision for level 3 learning;
- b. That there was a lack of provision to the East of the City; that the proposed new provision did not address this need.
- c. The next step is to examine the individual provisions in both the private and public sector; challenging the 'sovereignty' of individual providers may bring tension, as the question on the right provision in the right area now needs to be considered;
- d. Student's narratives have been included to consider the advice given by institutions to them at pivotal points in their education progression decision making; students will be invited to complete surveys to share their stories; the survey will include older students to ensure the evidence considers a 'look back' element.
- e. Early findings are that many providers limit advice to students based on their own funding resource position; that there was competition between schools and colleges to retain good students and in some instances coloured the advice given to students.

The following was noted from the discussion that followed:

- f. Further explanation was sought on the group's next steps; which is to listen to young people, parents/parent carers on those wider issues that impact decision making on future study, such as transport; to also consider the lived experience of young people; to compare this data with the views of the providers.
- g. A request was made that the group should seek contribution from students who have completed post 16 education to gain a full picture, for the 'look-back' exercise.
- h. It was noted that the evidence gathering supported the notion that all provision worked in an environment of competition with limited collaborative work. That there was concern that no overall authority would be able to own the outcomes from the working group.
- i. The Board was assured positives were arising from the evidence gathering work, that the research gatherings of representatives from institutions had a positive unintentional consequence resulting in proposals for collaborative working and unified actions. An early suggestion is the use of a common application process so all young people @16 have a destination, similarly to the UCAS system.
- j. The Board was further assured that the output from this project will be available to inform the Regional School Commissioner and West of England Authority; to aid post 16 providers consider their provision referencing the evidenced based strategy from the report

Reading City

The cloakroom library concept based on the Gothenburg model will be ready to launch in March 2019. This model also features in the One City Plan.

Tom Sperlinger provided a verbal update on progression:

- a. The Bid submitted for funding to support the expansion of the project was unsuccessful; other resources are being sought to expand the project; the cloakroom library has received a number of books and funding to resource it further is being sought.

- b. Literacy Hub – to establish this would require an investment of £70K; Information to be circled on what this concept is.
- c. That there would be a re-think on cloakroom library set up whilst other funding opportunities is sought; suggested that links maybe formed with existing projects such as ‘read aloud week’ and ‘adult literacy projects’
- d. Action: Jane Taylor to share information with Tom Sperlinger on adult literacy project.

Attendance

There has been a significant amount of work in relation to attendance that has been started since the beginning of the Academic Year 2018/19 led by Fiona Lightwood (Attendance Manager – Strategic Planning). Although Fiona has now left the Local Authority, it is important that the work she initiated is continued through a regular process of review planning and action.

Cllr Anna Keen provided an updated:

- a. The ‘Tool Kit’ is being finalised before it is shared with providers; the intention is to share good practice; highlight repeat issues that schools need to address and provide guidance on how to manage them.
- b. The intention is the establishment of local workshops for information sharing with and by school attendance leads and to discuss the link with Safeguarding issues that often underpin the reasons for non-attendance of pupils.
- c. An early suggestion was the creation of an independent board outside the school system to liaise & support parents, who are shy of institutions.
- d. The Chair shared her concern that the project is drifting because the lead Officer who led this work is no longer with the Authority and has yet to be replaced.

The following was noted from the discussion that arose:

- e. The question was asked whether a student who is suspended is counted as a non-attender and it was confirm that it was. Similarly instances of absence result from chronic illness were also counted in this way.
- f. A member commented that the clarity was needed on the position of staff required to support student attendance by administering medication or supervising student’s medical procedure.
- g. It was suggested that the school registers should close at 9.15 instead of 9am to avoid the issue of those who are persistently late.
- h. It was noted that the advice and strategy on attendance for special schools differed to that for main stream schools.
- i. **Action:** Jim Bowyer to feed info on needs of students needing medication and other issues from special school providers into the findings
- j. Members supported the principle that if a school was viewed by students as a safe and enjoyable place it encouraged attendance and that all providers should work towards this vision.
- k. Feedback from Student Voices was shared; that shared the view that ‘class of the week’ competitions based on attendance had a negative impact on student relationship and overall did not support cohesion.

2B WIDER WORK OF THE PARTNERSHIP

Thomas Jarvis provided an update on Retention:

The Recruitment and Retention (R&R) Group was set up to increase the number of people entering and remaining in the teaching profession in Bristol. The group was commission by the now disbanded Learning in Education Challenge Group. Membership is drawn from across a range of partners including Bristol City Council, Bristol teaching schools, UWE, University of Bristol and City of Bristol College. The group has agreed to focus on the mental wellbeing of teachers and school leaders through the delivery of

Acceptance and Commitment Theory (ACT) based interventions in partnership with Bristol City Councils Educational Psychology service. £30,000 of funding has been ring fenced for the work of the R&R Group.

- a. The Well-Being workshop is set for the 13th June 2019 at the Harbour Hotel. There are 200 delegate spaces; During September/October 2020 the project will commission a train the trainer practitioner event with the intention to train a cohort of 40; that they would be responsible for cascading the learning throughout their individual schools.

BAME Teach Diverse 'Increasing BAME Participation in The Teaching Profession Conference'

Marie-Annick Gournet was invited to address the Board on the outcome of the Conference on BAME recruitment into the teaching profession held on the 8th December at City Hall. (The presentation to be shared)

- a. The conference was pulled together in one month but was able to attract 107 attendees from across the BAME community. Comments and statistic was shared to demonstrate the outcome of the conference that was well received by both attendees and participants.
- b. A positive outcome was the establishment of a BAME network to support those already in the education sector with a first meeting on the 22nd April 2019.
- c. Tom Sperlinger offered support to the network meetings and asked MAG to make contact.

Bristol WORKS

WORKS is a Bristol Learning City Partnership (LCP) project which aims to deliver on the partnership commitment to make quality work experience and apprenticeship opportunities available to every young person.

The LCP has created and funded Bristol WORKS to build an innovative education, business and community partnership that aims to raise the aspirations of young people and their parents/carers through the development of experience of work opportunities and clear post 16 pathways for all young people, particularly those who face the greatest challenges in relation to learning, skills and employment.

Jane Taylor(JT), Service Manager Employment & Skills was invited to address the Board.

- a. JT spoke to the report highlighting; that 2477 young people had experienced work and the project aspiration for the coming year was to raise this figure to 2500; That 4 additional schools had signed up to the scheme that now includes the Bristol Education Hospital Service; that they were looking to place students with special educational needs and was offering employers support to enable opportunities; information being collated to report to WECA on regional need.
- b. The ask of the Board was set out in the report. The project is looking to the partnership to propose from their networks employers who would participate in the schemes year three project to include disability awareness training; a ask from the universities partners and college to offer a workshop to support the carers and curriculum agenda of the WORKS schools.

Bristol Education Partnership and Learning City Festival

Thomas Jarvis to share via email due to lack of time.

Inclusion and Sustainable Economic Growth Strategy

Chris Hackett, was invited to address the partnership to share the strategy document; he spoke to the presentation, to be shared by Email.

The foreword in the strategy document summaries the intent as follows:

‘The strategy will be used to engage partners (including businesses, social enterprises, the third sector and community groups) across Bristol in development and delivery of the city’s ambitions to deliver inclusive and sustainable economic growth’

- a. The strategy’s planned aspiration; in the short term to 2020, medium term to 2028 and long term 2040; that an economy board is to be established to manage the governance of the strategy; the strategy properly expresses the need for Bristol and is the document that WECA should reference to establish Bristol’s need within the region.
- b. The strategy is not about target setting but assess the situation as it is now and the current trajectory for the next 10 years taking the view that trends can be improved so that they are ahead of the percentage aspiration.
- c. A number of key themes of the strategy sit within the priority of the Board for example ‘People Centred’ and ‘Skills’;
 - Skills defined in the strategy as
 - i. Develop and encourage a culture of life-long learning, ensuring that the people who live and work in Bristol are supported and encouraged to gain the skills they need to thrive in an inclusive economy.
 - People Centred defined in the strategy as
 - i. Place people at the heart of investment; delivering education, employment and skills opportunities for all, promoting inclusive lifelong learning, health and wellbeing, generating opportunities for sustainable prosperity.
- d. The Board is asked to adopt the Strategy and the key priorities within its remit, to monitor & evaluate progress.

3 PLANNING

Discussion Deferred due to the lack of time.

4 NOTES AND MATTERS ARISING FROM LAST MEETING

The notes and matters arising discussion deferred to the next meeting.

The Meeting Closed at 5.30 pm