

BRISTOL

LEARNING CITY

Agenda Item	Actions from meeting	Who	When
Excellence in Schools	* Strategic Improvement Fund - Further opportunities to be explored for putting forward joint bids.	EiSG	31 Mar 18
	*A further report to be prepared on the proposed model of reporting for the Excellence in Schools group (EiSG)	Service Director – Ed & Skills	1 Nov 17
Paper outlining round two submission of Strategic Improvement Fund bid			
Governor recruitment campaign	All partners to promote the campaign through their networks	All	1 Nov 17
Governor campaign information to be sent to partners when live			
Social mobility discussion	To help close the attainment gap, maintain the focus on identified best practice in schools being captured, shared and spread.	Service Director – Ed & Skills	Ongoing
Ongoing			
Refreshing challenge group priorities	Outcomes from the workshop discussion to be sent to Tommy Jarvis, and a summary paper to then be circulated to the Board for comment.	Learning City Team	30 Sept 17
Spreadsheet outlining discussions attached as part of the papers			
Membership	* Claire Doherty, new Director of the Arnolfini to be invited to join the Partnership Board	Learning City Team	30 Sept 17
	* The following to be initially approached about the possibility of joining the Board: - Katharine Finn, PWC - Rob Rodgeron - Mark Payne, Bristol Hotel	Chris Curling John Hirst	31 Oct 17
Update as part of the agenda			

MINUTES / ACTION NOTES
LEARNING CITY PARTNERSHIP BOARD MEETING
6 SEPTEMBER 2017
VENUE – CITY HALL

Attendees, Board members:

Marvin Rees, Mayor of Bristol
Cllr Claire Hiscott, Bristol City Council Cabinet member for Education & Skills (in the Chair)
Jon Angell, Bristol Association of Secondary Headteachers and Principals
Karl Brown, Clarke Willmott
Chris Curling, Society of Merchant Venturers
John Hirst, Destination Bristol
Adam Powell, West of England LEP
Lee Probert, City of Bristol College
Professor Judith Squires, University of Bristol
Phil Winfield, We The Curious

Apologies:

John Readman, Steve West, Laurence Pitt

Other attendees:

Paul Jacobs, Bristol City Council
David Johnston, Commissioner, Social Mobility Commission & Chief Executive, Social Mobility Foundation
Tommy Jarvis, Learning City
Jane Hambrook, South West Regional Schools Commissioners office
Sue Rogers, Bristol City Council
Jane Taylor, Bristol City Council
Ian Hird, Bristol City Council Democratic Services
Gene Ward, Social Mobility Commission
Rachael Millar, Social Mobility Commission

WELCOME AND INTRODUCTIONS

The Mayor welcomed attendees, and drew attention to the generally positive school examination results for the city as recently announced. The Board also welcomed the fact that, in relation to the University of Bristol scholars scheme, the first cohort of 43 students were about to begin their studies.

Sue Rogers, newly appointed BCC Service Director – Education and Skills was introduced to the Board and welcomed to Bristol.

1. PARTNERSHIP IN ACTION - SCHOOLS

REFLECTING ON OUR PROGRESS

a. 2016-17 education data – early analysis

Paul Jacobs presented this item.

Main points noted/raised:

Early Years Foundation Stage:

- The overall trajectory of improvement is being maintained. Bristol's performance compares well with other core cities and is just below the national average.
- 68% of Bristol children achieved a Good Level of Development in 2016-17, an increase of 2% compared to the previous year.
- The gap in achievement between children living in the most disadvantaged wards and their peers is steadily reducing.
- The Boys' Achievement Project in Bristol has had a positive impact, with the gender gap in achievement falling from 15% in 2014 to 11% this year.

Primary Key Stage 2:

- This has been the second year of the new assessment. 60% of Key Stage 2 students achieved the Expected Standard in Reading, Writing and Maths. This performance compares favourably with national data.
- Progress is generally favourable, but challenges remain. Girls continue to outperform boys in reaching the higher standard across Reading and Writing, but in Maths boys outperform girls by 3 percentage points.
- Closing attainment gaps will continue to be a key focus. It will be critical to share and spread the successful practice evidenced in some schools serving disadvantaged areas of the city.

Secondary Key Stage 4:

- Considerable changes are taking place in the GCSE examinations with a new assessment system (using a 9-1 grading system) introduced this year for English and Maths, while other subjects will use the current system until 2018.
- In discussion, it was noted that although there has been a more significant change in the English syllabus, some schools felt that Maths results have presented a greater challenge, perhaps reflecting that schools have ensured a particular focus on English given the scale of the syllabus changes. It was also generally felt that teachers need much more detail, as soon as possible, about the new 9-1 grading system across all subjects, as teachers and students need to understand clearly the requirements of the various achievement levels. It was also suggested that in due course, employers will need to be given clear information about curriculum changes and the new grading system.
- All available analysis of GCSE results is being made available to schools as quickly as possible, although further details of the national picture / analysis are awaited.
- Closing attainment gaps is also a key focus at Key Stage 4.

Post 16 A-Level:

- Bearing in mind the context of changes introduced to A Levels from 2015, with the 2017 cohort being the first group of students experiencing the changes, it is pleasing that there is an increase in the number of students achieving 3 A* - A grades or better from 3.2% in 2016 to 7.9% in 2017.
- The number of students achieving 3 A Levels A*-E is being maintained at 96%, and the number of students achieving 2 A Levels A*-E has increased by 1 percentage point.

As indicated in the report, the following actions are being taken forward:

1. The establishment of a “place” accessible for all school leaders across the city to enable them to access information about the Bristol offer in terms of school improvement. This will include creating a “School Leaders” tab on the Learning City website that links together the resources and expertise available.
2. A “Partnership Bulletin” to be published monthly to school leaders across the city to celebrate good practice in partnership working that makes a difference, promotes the city priorities and a shared understanding of system leadership and our increasing reliance on it as a model for school improvement.
3. In line with the Regional Schools Commissioner’s strategy, the Excellence in Schools Group is taking on the role of the “School Standards Board” with increased responsibility for monitoring citywide school outcomes.

b. City leadership in action – excellence in schools

Paul Jacobs presented this item.

Main points noted/raised:

- The multi –agency Excellence in Schools group forms part of a developing system-wide approach to the collective responsibility for learning and skills in the city.
- As part of this approach, strategic school improvement bids are being taken forward, informed by pilot bids progressed over the summer.
- The Bristol School Improvement Offer: Bristol’s cross-phase teaching school network is working collaboratively to establish an aligned professional learning offer in response to pupil attainment priorities and to support the retention of future school leaders.

As indicated in the report, the following actions are being taken forward:

1. In line with the Excellence in Schools Group’s Strategic Improvement Fund identified priorities (as referenced in section 2 of the report) further opportunities will be explored for securing additional capacity for the submission of joint bids in future application rounds.
2. A further report to be prepared on the proposed model of reporting for the Excellence in Schools Group.

c. Governor recruitment campaign

Paul Jacobs presented this item.

As indicated in the report, the following actions are being taken forward:

1. The soft launch of “Be a Governor” at a possible Learning Ambassadors event with the main campaign starting in the first half of October. Partners are encouraged to promote the campaign through their networks. There will be a particular focus on recruiting and retaining governors from the business sector.
2. Exploiting the opportunities to work with Inspiring Governance on this – such as their ambition to develop a social media campaign.
3. Finding ways to also get the best out of our relationship with the School Governors One Stop Shop.
4. Making the most of our business links by taking advice from Economic Development.

2. LEARNING CITY IN CONTEXT

A NATIONAL PERSPECTIVE

Social Mobility - discussion

David Johnston, Commissioner, Social Mobility Commission and Chief Executive of the Social Mobility Foundation attended the meeting for this discussion.

The Chair opened the discussion by summarising the Board's role, highlighting the history and priorities of the Board to date, stressing the ongoing emphasis on fostering learning opportunities in the city, adding value and delivering projects that could not be achieved except by a focused partnership approach. One key area was the continued challenge around closing the gap in educational attainment affecting children who live in disadvantaged circumstances.

David Johnston then highlighted some key findings identified by the commission:

- Recent reports from the Commission identify a number of key facts/issues in relation to social mobility and individual life chances, including:
 - From the "Glass Floor" report - Children from high income backgrounds who show signs of low academic ability at age 5 are 35% more likely to be high earners as adults than children from poorer families who show early signs of high ability.
 - From the "Time for Change" report:
 - * Early years services have become a welcome part of the education system in Britain, but despite much investment, the attainment gap has only begun to shrink recently.
 - * At current rates of progress, it will take 15 years before all children are school ready and 40 years before the attainment gap between poor 5 year olds and their better-off counterparts is closed.
 - * There is currently no prospect of the gap between poorer and wealthier children being eliminated at either GCSE or A level. At current rates of progress, the closing of the A level attainment gap will take 120 years.
 - * Geographical inequality amongst the poorest children in England has increased as attainment in London schools has improved far faster than the rest of the country. London is now the best place to be educated if you are a child from a poorer background.
- Businesses were beginning to take a more proactive approach to tackling social mobility. The Social Mobility Foundation has produced a Social Mobility Employer Index ranking employers for the first time on actions they are taking to promote social mobility.

Main discussion points then raised/noted in terms of addressing social mobility in Bristol:

- One important continued focus for Bristol (e.g. in closing the attainment gap) is to ensure that any identified best practice is captured, shared and spread.
- In terms of admissions, universities should focus more on young people's potential – it was noted that the University of Bristol scholars scheme recognises this. It is also important to help young people to secure good job outcomes at the end of their studies.
- Schools need to consider how disadvantaged children can be best assisted – including consideration of how the most talented teachers are deployed – perhaps they should be deployed to assist disadvantaged children rather than the highest ability children.
- Parenting and support to parents is a key issue.
- Employers need to consider how they can reach out to young people from disadvantaged backgrounds and identify meaningful job opportunities / work placements and assess young people's potential.

- It is important to challenge and set high expectations for children and young people from all areas of the city, including those living in areas regarded as disadvantaged. We may need to “change the narrative” around this.

3. SHAPING OUR FUTURE:

1. Looking forward

a. Contributing to a City Plan

The Mayor outlined his ambition to develop a long term city plan, citing the example of the New York City Plan. Currently, Bristol, as a city has a wide range of plans and strategies, but there is a lack of overall cohesion and linkage between them. An overarching, comprehensive plan will help the city to build true resilience and a sustainable long term future.

The aim is to have a first draft of the plan in place by the time of the Festival of the Future City event in October. KPMG will facilitate the development of this first draft. There are 6 key narratives to be developed, covering:

- Health and wellbeing
- Transport and connectivity
- Homes and communities
- Education and skills
- Democracy and inclusion
- Inclusive, sustainable economic development.

The Mayor advised that he wished to invite this Board to be engaged in developing the draft narrative around a long term education and skills plan.

b. 2018-19 Learning City Delivery Plan and Workshop – refreshing our challenge group priorities

Judith Squires introduced this item.

Linking in with the development of a key narrative around education and skills as one of the key strands of a city plan, the Board needs to review and refresh its delivery plan.

The view of the Board’s Executive Group was that priorities now need to be streamlined and sharpened. Each challenge group is accordingly asked to review priorities, and identify the most ambitious yet achievable focused priorities to now take forward. These priorities should align with the overriding principle that Board members can add value by working collaboratively and achieve things together that cannot be delivered by a single organisation. The priorities will also need to align with the emerging city plan.

A workshop was then held, during which each challenge group discussed revised priorities. At the conclusion of the workshop, it was noted that each challenge group would send a summary of their

key workshop outcomes to Tommy Jarvis, Learning City Manager, in order that a draft document summarising these outcomes can be produced and circulated.

2. Learning City Partnership Board Membership

Main points raised / noted:

- It was agreed that Claire Doherty, new Director of the Arnolfini should be invited to join the Board.
- VOSCUR are currently in the process of finalising a nomination (i.e. from the voluntary / community sector) for the Board's consideration. It was agreed that the final nomination from the VCS community will need to be approved by members, in line with previous nominations.
- It is important to continue to seek to recruit individuals who can "add value" to the Board from the private sector based on their skills and experience. In this context, the Board may need to clarify their expectations of the role of a Board member to help recruit individuals of appropriate calibre. It was agreed that it would be appropriate for Chris Curling to approach Katharine Finn, PWC Regional Leader and Bristol senior office partner about her potential involvement. Other possible individuals to be approached about involvement were Mark Payne, Manager of The Bristol Hotel and Rob Rodgerson, Business Manager, Bristol Post.

At the conclusion of the Board meeting, Helen Davies (who is leaving her role as Director of the Arnolfini) was thanked for her services and work during her time on the Board.

The Board also noted that Paul Jacobs, BCC Service Director – Education and Skills was attending his last meeting of the Board before retiring. On behalf of the Board, the Chair thanked Paul for all his work and efforts since Learning City's inception and extended very best wishes for his future.

NOTES AND ACTIONS FROM LAST MEETING – 5 JULY 2017

The notes of the 5 July meeting were confirmed as a correct record and noted, together with an update on actions taken arising from that meeting.

**** Meeting close: 5.40 pm ****

Actions Summary