



Director's 2017-2018 Strategic Report



Annual Report to
Shareholders
Learn Sheffield AGM



This **Annual Report to Shareholders** is the third one produced by Learn Sheffield, coming at the end of the third year since incorporation on the 14th August 2015. This period has included the final year of our initial three-year commission from Sheffield City Council in relation to school improvement, a peer review of Learn Sheffield and the development of a new funding model.

This report provides an overview of performance in this reporting period in relation to board effectiveness, key developments, school improvement commission outcomes and financial outcomes. It has been prepared by the Chair of the Board, Mike Allen, and the Chief Executive, Stephen Betts. It should be read in conjunction with the financial statement and other papers for the Annual General Meeting on Wednesday 27th February 2019.

Further information about Learn Sheffield can be found at www.learnsheffield.co.uk.

Chair's Message

This is our third Annual Report to Shareholders and I am delighted to be able to report on the continued progress of Learn Sheffield. This year has been marked by the growing maturity of the company and its partnerships with schools and Sheffield City Council. These partnerships are crucial to the long term financial future of the Learn Sheffield, which in turn is central to the organisation having the impact that we all recognise it is capable of having on improved education in the city, and better life chances for our children and young people.



At board level we have strengthened our capacity with the addition of new members following the changes that were agreed at the last AGM. I would like to thank all of my colleagues on the Board, including the new Directors, for their commitment and contribution to Learn Sheffield. Following the ratification of appointments at this year's AGM will have one remaining co-opted Director role to recruit to and we intend to do this before the end of the current school year. We will be seeking a colleague with financial expertise to further strengthen our capacity.

It has, despite the challenges that we have faced, been a successful year for Learn Sheffield. The success of the subscription model is extremely important and is testament to both the hard work of colleagues within Learn Sheffield and the high level of collaboration within the city. The validation of the peer review was also a timely reminder of both how special the work that is happening in Sheffield is and the challenges that are ahead in capitalising on what we have already achieved.

These are exciting times for the city and I would like to thank everyone for their support.

A handwritten signature in black ink, appearing to read 'Mike Allen', written over a light grey background.

Mike Allen
Chair - Learn Sheffield Board

Chief Executive's Overview

Welcome to our Director's Strategic Report for 2017-18, which is our third annual report to shareholders. It has been, as it was always likely to be, a cross-roads year in the development of Learn Sheffield and I hope that this document, alongside the audited accounts, provides a good basis on which to judge our performance.



2017-18 was the final year of our initial three-year school improvement commission from Sheffield City Council and the challenge of developing a new model, including a school subscription, occupied a lot of our energies. We are delighted by the level of engagement that we managed to secure from our members but this was certainly a significant test, not least financially, for a small and growing company to manage.

Learn Sheffield also volunteered to be the recipient of the first peer review held by our colleagues at the newly formed Association of Education Partnerships, of which we are a founder member. The review was led, as described elsewhere in this report, by Christine Gilbert and was a highly positive experience! The timing of this was also excellent, capturing those things that we are doing well and those things which we will need to do better in the months and years ahead at a moment when so much was about to change in our model.

We remain proud of our achievements to date and retain our passionate belief that the future success of our city can only be delivered through a partnership approach that effectively supports our schools and academies to continue to thrive and develop. As our new strapline says:

Learn Sheffield. By Sheffield. For Sheffield. In collaboration.

On a personal note, and on behalf of Learn Sheffield, I would like to thank you all for your continued support and engagement.

A handwritten signature in black ink, appearing to read 'Stephen Betts', written over a light blue background.

Stephen Betts
Chief Executive

Board Effectiveness

The substantive Learn Sheffield Board was elected and confirmed at the AGM/EGM in December 2016. The Interim Board, which resigned on 6 December 2016, led the company through to the end of its first year, enabling it to take responsibility for the first accounting period and the recruitment of the substantive Chief Executive.

Our last report in February 2018 noted that the board had created a Finance and Audit Committee, which reports to the full board on matters of finance and risk management. Mike Allen had become the Chair of the Board to replace Darren Tidmarsh who had left the board due to no longer being employed by a member institution. It also noted that Anthony Hughes joined the Board in February 2017 as a co-opted Director and Councillor Andy Bainbridge joined the Board in September 2017, to fill the seat nominated by Sheffield City Council.

In the past year the significant board developments have included the following:

- Darren Tidmarsh was re-appointed as a (third) co-opted Director on 17 May 2018 (following changes to the Articles passed at the EGM in April 2018). Darren Tidmarsh is now Deputy Director of HR and Organisational Development at United Lincolnshire Hospitals' Trust.
- Andrew Hartley, Commercial Director, The Sheffield College was appointed as the FE Sector Director on 22 March 2018.
- James Henderson, Director of Policy, Performance and Communications was appointed at Sheffield Local Authority's second nominated Director on 7 September 2018.
- Mike Westerdale, Chief Executive Officer, Brigantia Trust will be formally appointed as the second Secondary Schools' Director at the AGM.

Attendance at the Board and Committee meetings remains good with overall attendance of 85% (138 attendances out of a possible 163 meetings between December 2016 and January 2019). No individual Director has attended less than two thirds of the meetings they are eligible to attend. The Board also held its first full day 'Away Day' last September as part of the schedule of meetings.

The attendance, effectiveness and contribution at meetings of the directors are kept under review by the chair. Directors agree that the Board is effective in fulfilling its strategic duties and the reports and presentations provided by the executive are of good quality, enabling the Board to carry out its functions efficiently.

More information about the Learn Sheffield Board can be found below and online at www.learnsheffield.co.uk/About-Us/The-Board

Mike Allen (Chair of the Board – Co-opted Director)



Mike was appointed as one of the three non-executive Directors of the Board on 1 February 2017 having served previously on the interim Board since November 2015 as a co-opted Director. Mike has been a school Governor in Sheffield since 2000 and is currently Chair of the Governing Body at Pipworth and also Chairs the recently formed Sheffield South East Trust. He is Chair of the Sheffield Association of School Governing Boards; is a local leader of governance and serves on the Schools' Forum.

Councillor Andy Bainbridge (Sheffield City Council nominated)



Andy was appointed as the Director nominated by Sheffield City Council on the 18th September 2017. He has been the Councillor for East Ecclesfield since May 2016 and his current term of office runs until May 2020. In addition to being a member of the full Council, Andy also serves on the Licensing Committee, the Children, Young People and Family Support Scrutiny and Policy Development Board and the Corporate Parenting Board. His interest in the Learn Sheffield role was partly informed by previously working in education across a number of different stages of education.

Stephen Betts (Chief Executive)



Stephen was appointed as the Interim Chief Executive of Learn Sheffield in late summer 2015, having previously chaired the working group that determined the approach that Sheffield would take to school improvement. Following a competitive recruitment process, he was appointed to the substantive Chief Executive role in May 2016. Before becoming involved with Learn Sheffield, Stephen was the Headteacher of Malin Bridge Primary School and had worked for 17 years in the primary sector. His previous schools were Ecclesfield Primary and Nook Lane Junior School.

Chris French (Secondary School sector nominated)



Chris is currently Chief Executive Officer of the Mercia Learning Trust in South West Sheffield. It is a 2-18+ local academy trust comprising three primary and three secondary schools. He is one of the two Secondary School Directors on the Board of Learn Sheffield, which he joined in December 2016. Previously Chris was Executive Principal of Brigantia Learning Trust in NE Sheffield. He is a member of Schools Forum and has a strong commitment to partnership working which drives sector-led improvement.

Andrew Hartley (FE sector nominated)



Andrew was appointed to the Board as the FE Sector Director in March 2018. He has held the position of Commercial Director at The Sheffield College since summer 2016, with a particular focus on developing partnerships with employers and apprenticeship programmes. Previously he worked for Systems Training, one of the UK's leading training providers for the logistics industry, and the University of Derby.

James Henderson (Sheffield City Council nominated)



James was appointed by Sheffield City Council as a director of Learn Sheffield in September 2019. He is the Council's Director of Policy, Performance and Communications and is responsible for a range of corporate, democratic and strategic services. He has worked at SCC since 2006 and before that was a member of the Homes and Communities Agency set-up team, as well as working for Barnsley Metropolitan Borough Council. James has served as a governor of a primary school federation in Sheffield and is committed to supporting school improvement through the work of Learn Sheffield.

Christopher Holder (Primary School sector nominated)



Chris has 26 years teaching experience working in multicultural inner city schools in both London and Sheffield. He has been the Headteacher of Lowfield Primary School since 2012 and is one of the two Primary School Directors on the Board of Learn Sheffield, which he joined in December 2016. Chris is a National Leader of Education and has been deployed as both an Executive Headteacher and an Associate Headteacher to support other Sheffield schools. He currently represents his locality partnership on the Primary Improvement Board and is currently co-ordinating the Primary Leaders Partnership.

Antony Hughes (Co-opted Director)



Antony was appointed as one of the three co-opted non-executive Directors on the Board on 1 February 2017. He is currently the Chief Executive of The Harmony Trust, which is a multi-academy trust containing schools in Oldham and Derby. Antony was previously Commissioner for Children's Services and Director of the Inclusion and Learning Service at Sheffield City Council, in which roles he worked closely with Learn Sheffield. Antony worked for the Department for Education before coming to Sheffield.

Angela Lant (Primary School sector nominated)



Angela is one of the two Primary School Directors on the Board of Learn Sheffield. She has worked in Primary education for the past 27 years, in a variety of contexts, and has been leading schools for the past 17 years. Angela has a strong track record of school improvement and is currently part of the Executive Team at Tipton School Academy Trust. In her role as Director of Primaries, she leads a team of five Sheffield primary schools. Angela also represents her locality partnership on the Primary Improvement Board.

Judith Smith (Special School sector nominated)



Judith was appointed as the Special School Director on the Board of Learn Sheffield in December 2016. She has taught for 30 years and been a Headteacher for the past 10 years. Judith is the Executive Head of Talbot Specialist School and also leads the Fusion Teaching School Alliance. As a National Leader of Education, she has worked as an executive leader within the special school sector but has also worked extensively system wide. Judith is a strong advocate of cross sector improvement partnerships.

Darren Tidmarsh (Co-opted Director)



Darren was initially appointed as Chair of the Interim Board of Directors shortly after Learn Sheffield was incorporated in August 2015. He was appointed as the FE College Director of the substantive Board at the AGM/EGM in December 2016 – a position he held until October 2017. He was re-appointed as one of the Co-opted Directors in May 2018.

Darren has extensive experience of working in public sector organisations including the Higher Education, Further Education and Health sectors. He is currently Deputy Director of Human Resources and Organisational Development at the United Lincolnshire Hospitals' NHS Trust.

A current vacancy exists for a fourth co-opted Director – which the Board intends to recruit before the end of the current financial year.

Financial Performance

Learn Sheffield re-appointed Hart Shaw as company auditors for the financial year 2017-18 and they will present the third set of audited accounts at the Annual General Meeting.

A presentation at the AGM will identify the key elements of financial performance, from Learn Sheffield's third year of operation, but it is worth noting here that it has been a challenging year financially for Learn Sheffield. The company moved from carrying forward a surplus into the year to a deficit position (circa £75k income and expenditure account with £55k pension reserve) at the end of the year.

The auditors have drawn attention (on page 3 of the financial statement) to note 1.2 which is re-produced below and found on page 7 of the financial statement.

1.2 Going concern

During the reporting period, Learn Sheffield has undertaken a significant new project in the development of a school subscription model. This was a planned development which is in part necessitated by a substantial reduction in their school improvement commission from Sheffield City Council (from £860k to £320k from September 2018). At its current stage of development Learn Sheffield has been challenged by its limited capacity to simultaneously manage the increase in the financial complexity of the organisation and the need to develop a new core operating model. The outcome of these challenges is that the entity is in a cumulative deficit position as at 31 August 2018.

The board of directors believe that Learn Sheffield is a going concern and has sufficient resources to continue to operate for at least the next 12 months. Learn Sheffield continues to be supported by Sheffield City Council who are shareholders in the company and have expressed their intention to provide additional support in a letter of comfort.

However Directors have agreed a strategy to eliminate this deficit and develop further the sustainable income of the organisation, working closely with Sheffield City Council. Directors have identified the transfer and further growth of school services as a priority for the year ahead in terms of managing effectively the external financial risks to the organisation. They are also looking to augment the leadership and financial capacity of the organisation as part of further assurance that there will be sufficient staff resources to pursue new income opportunities whilst ensuring effective and efficient delivery against current priorities.

Significant Developments in 2017/18

Learn Sheffield's third year included two particularly significant events in the form of a peer review of the organisation and the launching of the new subscription model.

Peer Review

The Peer Review of Learn Sheffield, which was carried out on the 24th and 25th May 2018, was led by Christine Gilbert (former Head of Ofsted and currently Chair of Camden Learning). The team included Jon Abbey (MD – Camden Learning) and Tim Boyes (CEO – Birmingham Education Partnership), with support from Owen Rees (a senior officer from Camden Learning). The full report can be found online at www.learnsheffield.co.uk/About-Us/Our-Work and the press release can be found as an appendix to this report.

"We were highly impressed by the terrific work that is happening in Sheffield. The approach of Learn Sheffield, particularly given the size and stature of the city, makes it a standard bearer for partnerships everywhere. The very high level of engagement from schools is testimony to the inclusive approach that has been developed. The City Council, the education sector and everyone involved in Learn Sheffield should be very proud of what they have achieved to date and excited about the platform they have for the future."

Christine Gilbert (July 2018)

The review was a very constructive, supportive and challenging experience and we would like to take this opportunity to thank Christine, Jon, Tim and Owen for the way that they approached the task. We would also like to thank the colleagues who were involved in the process for their honest and thoughtful contributions. The report includes numerous examples of comments made and the verbal feedback we received at the end of the review referenced how much the team had enjoyed all of the conversations that they had undertaken.

The report contains a great number of positives for Learn Sheffield and our education community. The team was impressed, for example, by our very inclusive and cohesive community of schools and the emotional and working commitment to the city and its children. Key elements of our work together, including the approach to categorisation and the use of data were singled out for specific praise.

The key report findings and recommendations are listed below.

Learn Sheffield is a thriving local area partnership which is working collaboratively and effectively to improve outcomes for children and young people in Sheffield. Supported by a commission from Sheffield City Council, it has established a strong partnership over the last three years to improve outcomes for local children and young people. It now faces

the challenge of a much smaller commission from the Council but the extent of school sign-up to its subscription offer from 2018-21 reflects a strong commitment to the partnership and a desire from schools to make it work for the benefit of the education community.

We recommend that Learn Sheffield builds on its many strengths by:

- Strengthening its vision and new strategy
- Building and strengthening system leadership across Sheffield
- Giving a harder edge to its intervention model
- Doing more to demonstrate progress and impact
- Producing a strategy for financial sustainability

We hosted two events in the autumn term to share some of our thinking in relation to the next steps for Learn Sheffield and also to provide an opportunity for our stakeholders to contribute to our strategic development. We will be reporting on our progress towards the recommendations above at the end of the current year.

Subscription Model

The subscription offer was launched in March 2018 following extensive work with members to develop the offer. Learn Sheffield hosted a wide range of briefing and consultation meetings with schools throughout April and May to discuss the new model and secure the commitment of members to the new approach.

Briefings and one-to-one meetings continued throughout the summer term alongside subscription planning meetings with schools who had already indicated their intention to subscribe. Although the majority of these meetings had been completed in the summer term some have continued into the current school year.

The final level of subscription is described below. We were delighted by the level of commitment shown to Learn Sheffield and the strong platform that this provides for the company.

Category	Sector	Number	Percentage	Total	
				Number	Percentage
Signed-up	Primary (inc nursery)	126	90.6%	164	89.6%
	Secondary (inc FE)	26	81.25%		
	Special	12	100%		
Not Signed-up	Primary (inc nursery)	13	9.4%	19	10.4%
	Secondary (inc FE)	6	18.75%		
	Special	0	0%		

The second subscription offer will be published in April 2019 so that our members have time to review it before the end of the period (31st May 2019) in which they have the opportunity to give notice on their subscription for 2019-20.

School Improvement Performance

The reporting areas below are based, as previously, on the objectives identified by Sheffield City Council in the commission to deliver statutory duties in relation to school improvement. This relates to the last year of the three-year commission (which concluded in August 2018) but where more recent data is available (up to February 2019) this has been included.

1. Partnership Working



Partnership Working

Objective: Stronger partnership working across and between sectors and stakeholders (including Sheffield City Council) impacts positively on outcomes for children and schools.

- Evidence base for improved partnership working
- All schools and colleges to be members



- All schools are Learn Sheffield members and 91% are Learn Sheffield subscribers.
 - All sectors engaged in the 2018/19 categorisation process, in accordance with the School Improvement Strategy.

Learn Sheffield membership & subscriptions



We are delighted to again report that all Sheffield schools, academies and colleges have engaged with Learn Sheffield this year, including participation in the categorisation process. All publically funded Sheffield schools and colleges continue to choose to be members and the level of subscription (note there is a small discrepancy in the percentage – the latest figure is 89.6%) demonstrates the level of engagement.

This area continues to be RAG rated 'green' by Learn Sheffield.

2. School Outcomes

The profile of Sheffield school outcomes has decreased slightly over the last year, in line with the national trend. This has been caused by the changes to way that these figures are calculated, to now generally include the most recent outcome for all schools even if they have become an academy since the last inspection. The chart below shows the trend data calculated using the new methodology.

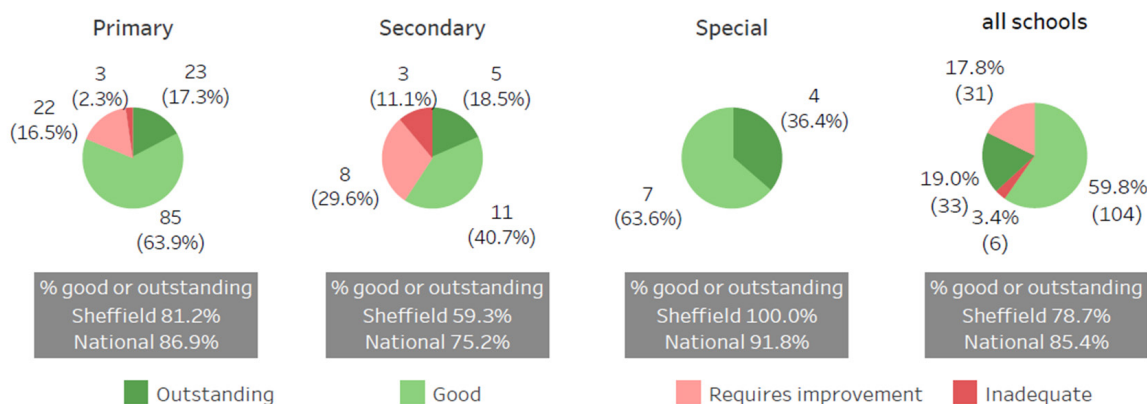


The table below breaks down the current position by sector to identify how the 36 Sheffield schools and academies (31 requiring improvement and 6 inadequate) that are not graded good or better by Ofsted.



School inspection outcomes

latest position - published outcomes as at 31st December 2018



In terms of inspection outcomes, the proportion which have resulted in good/better judgements continues to increase. The 2018-19 in-year proportion (up to the end of January 2019) is 83% which is slightly better than the 80% in 2017-18, which was the strongest performance so far.

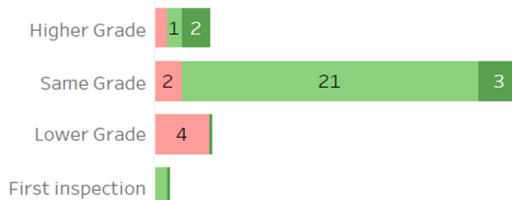
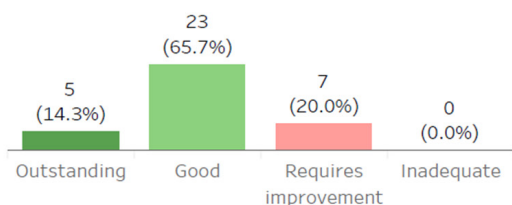


School inspection outcomes

inspection outcomes by academic year

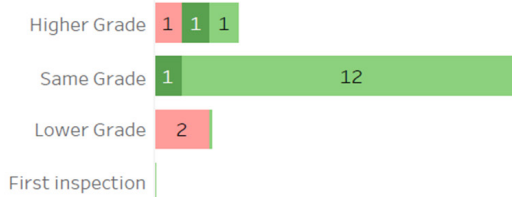
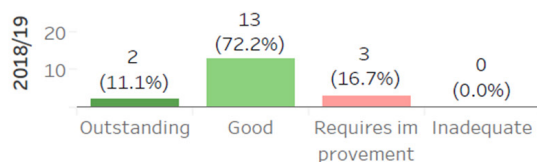
Summary of 17/18 inspections

(35 total: 24 primary, 7 secondary, 3 special, 1 nursery)



Summary of 18/19 inspections - includes unpublished outcomes as at 28th January 2019

(18 total: 11 primary, 2 secondary, 5 special)



School outcomes is RAG rated 'amber' by Learn Sheffield because our relative performance (to national in percentage and ranking) remains below our pupil outcomes and the proportion of RI schools who did not progress sufficiently to be judged Good in Inspection remains too high.

3. Pupil Outcomes



Pupil outcomes

Objective: The outcomes for Sheffield children, at the end of each stage of learning, reach and exceed that of statistical neighbours and national averages.

- ⚠ Mixed picture for primary – some strong improvements in subjects targeted last year (reading and phonics) but some measures have plateaued or dipped
- ✅ KS2 results analysed by prior attainment group remain mostly at or above the national average and progress is good for reading and writing.
- ✅ The two main areas of focus last year (reading and phonics) have seen good improvements.
- ⚠ Provisional KS2 benchmarking indicates that Sheffield’s national rank may have dropped slightly but our position relative to other Core Cities has improved.
- ✅ Progress 8 is still above national at KS4 and there have been small improvements in the English and maths threshold measures. KS5 performance remains good in relation to A-level outcomes.

Our pupil outcomes were broadly similar in 2018 with the majority of outcomes remaining stable but with a few outcomes falling slightly. Our relative performance, when compared to national outcomes, and ranked against all Local Authorities, Core Cities and Statistical Neighbours can be seen in the table below, which includes the twenty headline measures across the education system from Early Years through to A-level.

Sheffield Data Summary 2018 (2017 in brackets)

Measure	Outcome		Ranking					
	Sheffield	National	LA (of 152) <i>Note – Child Poverty Ranking is 112</i>		Core Cities (of 8)		Statistical Neighbours (of 11)	
			2017	2018	2017	2018	2017	2018
FS GLD	70.3 (70)	71.5 (71)	94	98	2	2	3	3
FS Gap	28.2 (29.8)	31.8 (31.7)	55	32	2	1	2	1
Y1 Phonics	79 (77)	82 (81)	140	137	7	5	10	8
KS1 Reading	72 (74)	75 (76)	92	124	1	3	3	6
KS1 Writing	68 (68)	70 (68)	77	98	2	2	3	3
KS1 Maths	74 (76)	76 (75)	61	106	1	3	3	3
KS2 RWM Combined	62 (60)	64 (61)	92	110	3	3	4	5
KS2 Reading Attainment	72 (69)	75 (72)	114	126	3	4	5	6
KS2 Reading Progress	-0.06 (-0.01)	0.03 (0)	75	96	6	6	3	3
KS2 Writing Attainment	77 (77)	78 (76)	65	106	2	3	2	4
KS2 Writing Progress	0.28 (0.89)	0.03 (0)	32	63	2	4	1	3
KS2 Maths Attainment	74 (74)	76 (75)	90	102	4	3	3	5
KS2 Maths Progress	0.03 (0.27)	0.03 (0)	64	81	4	6	2	6
KS2 GPS	74 (74)	78 (77)	125	131	8	8	8	8
KS4 Progress 8	0.0 (0.01)	-0.02 (-0.03)	56	60	2	1	3	4
KS4 Attainment 8	44.6 (44.6)	46.6 (46.5)	110	107	3	5	6	6
KS4 4+ Eng & Maths	59.8 (59.5)	64.4 (64.2)	114	120	3	4	7	6
KS4 5+ Eng & Maths	40 (39.1)	43 (42.9)	92	102	4	5	5	7
KS5 %AAB/better (2 fac subjects)	17.3 (17.3)	13.7 (14.3)	38	22	1	1	3	3
KS5 – avge points per entry (A level cohort)	32.5 (30.7)	32.1 (31.1)	94	47	3	1	6	3

Across the twenty key measures (Early Years through to Key Stage 5) our profile is weaker in comparison to national than the previous year, when it was broadly in line with national. This was reflected in our LA rankings where, whilst we are still out-performing our level of deprivation, our position had also worsened.

Performance in comparison with other core cities, however, continues to be very strong as outlined in the table below. Within this, in the key headline end of key stage measures, we were ranked second in Early Years, third in Key Stage 2 (SATs) and first in Key Stage 4 (GCSEs) and Key Stage 5 (A-levels).

Sheffield Ranking Amongst Core Cities																
	Rank 1		Rank 2		Rank 3		Rank 4		Rank 5		Rank 6		Rank 7		Rank 8	
2017	3	15%	6	45%	5	70%	3	85%	0	85%	1	90%	1	95%	1	100%
2018	4	20%	2	30%	5	55%	3	70%	3	85%	2	95%	0	95%	1	100%






Pupil outcomes continue to be RAG rated ‘amber’ by Learn Sheffield with a recognition that a ‘green’ outcome would require consistently better than national performance across the education landscape.

4. Outcomes for Vulnerable Pupils



Outcomes for vulnerable pupils

Objective: The gaps in outcomes between identified groups of vulnerable Sheffield children and the Sheffield average pupil performance are narrowed at the end of each key stage.

-  Attainment gaps for a number of vulnerable groups have increased this year, particularly around the % achieving the expected standard at KS1.
-  Progress from KS1 to KS2 in reading and writing is above national average for most pupil groups.
-  Progress from KS1 to KS2 in maths is below the national average for most pupil groups.
-  Gaps are not closing or are not closing fast enough for disadvantaged pupils.
-  SEN gaps are not closing rapidly enough and SEN pupils make less progress than their peers.

Learn Sheffield continues to RAG rate outcomes for vulnerable pupils as ‘amber’ because, whilst there are improvements in some areas, these are not consistent and several measures continue to be disappointing.

Whilst there are some positive improvements in attendance and behaviour outcomes (see below) these are not yet sufficiently embedded to be considered as a significant change in performance.



Attendance & behaviour



- In the first term of 2018/19 overall attendance in all phases has improved slightly compared to the autumn term last year.
- Persistent absence in all phases has reduced slightly compared to the same period last year.
- Fixed term exclusions have reduced compared to the same point in time last year. The reduction in fixed term exclusions is more significant in secondary and special.
- Year to date there have been 49 permanent exclusions in the secondary phase and 9 in the primary phase. Overall this represents 8 fewer permanent exclusions compared to the same point in time last school year.

Appendix – Peer Review Press Release

Learn Sheffield is ‘Standard Bearer for Partnership Everywhere’ Says Former Ofsted Chief

Learn Sheffield has published the report from a Peer Review, which was carried out on the 24th and 25th May 2018. The review was led by the former head of Ofsted and current Chair of Camden Learning Christine Gilbert and included Jon Abbey (MD – Camden Learning) and Tim Boyes (CEO – Birmingham Education Partnership), with support from Owen Rees (a senior officer from Camden Learning).

Commenting on the review, Christine Gilbert said: “We were highly impressed by the terrific work that is happening in Sheffield. The approach of Learn Sheffield, particularly given the size and stature of the city, makes it a standard bearer for partnerships everywhere.

The very high level of engagement from schools is testimony to the inclusive approach that has been developed. The City Council, the education sector and everyone involved in Learn Sheffield should be very proud of what they have achieved to date and excited about the platform they have for the future.”

Learn Sheffield have welcomed the report and intend to use it to support their planning for the next stage of their development. Mike Allen, Chair of the Learn Sheffield Board, commented that: “We are delighted by this report, which identifies the successes of Learn Sheffield very clearly and provides helpful and constructive input into the next stage of our development. We are grateful for the support of our colleagues in Camden and Birmingham and we will make good use of their guidance in moving forwards to support our schools to improve the life chances of Sheffield’s children and young people.”

The report has also been welcomed by Sheffield City Council, who work closely with Learn Sheffield and own the not-for-profit organisation in partnership with the schools and colleges of the city. Councillor Jayne Dunn, cabinet member for education and skills observed that: “Learn Sheffield provides the space for schools and the local authority to really work through the important issues and challenges that we face, and which affect the education of our children and young people. Never has education been more important, and this inclusive approach plays a very important part in ensuring we can deliver the very best education for every child and young person in our city of Sheffield.”

Learn Sheffield Chief Executive, Stephen Betts, was clear that the strength of partnership working was crucial to the successful work so far: “The way that we continue to work together as a city, on behalf of every child and young person in Sheffield, is both our greatest strength and the key to our future success. I think everyone involved in education in Sheffield can be proud of this report because the many successes are the truly the result of our collective efforts.”

He also thanked the report team for the high quality of the work they had done, noting that: “It also offers clear guidance, which lines up with our own analysis, about what our priorities should be in the next phase of Learn Sheffield’s development. Learn Sheffield will work hard to address the things that we can do better and build on the platform that we have created.

This report recognises that we are developing something special by Sheffield and for Sheffield – and we simply must capitalise on the opportunity that we have created together to realise our ambitions for the children and young people of the city.”

Learn Sheffield will be hosting events early in the autumn term, where they will be sharing their thinking in relation to the next steps for Learn Sheffield and also providing an opportunity for stakeholders to contribute to the strategic development of this important city organisation.

How can I find out more about Learn Sheffield?

Please contact us to find out more. We look forward to hearing from you.

By Phone: 0114 250 7417

By Email: enquiries@learnsheffield.co.uk

In Person: Learn Sheffield,
Training and Development Hub,
Lees Hall Road,
Sheffield, S8 9JP

Online: www.learnsheffield.co.uk

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Learn
Sheffield

Learn Sheffield is a not for profit company limited by guarantee, of which 80% is owned by schools and colleges and 20% by Sheffield City Council.