

Directors' 2018-2019 Strategic Report



**Annual Report to
Shareholders**
Learn Sheffield AGM

This **Annual Report to Shareholders** is the fourth one produced by Learn Sheffield, coming at the end of the fourth year since incorporation on the 14th August 2015. This period has included the first year of our second three-year school improvement commission from Sheffield City Council and the first year of our school subscription 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 Thursday 30th January 2020.

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

Chair's Message

I am delighted to be able to report once again on the continued progress of Learn Sheffield in this, our fourth Annual Report to Shareholders.

Learn Sheffield continues to develop as a company and, as you will see in our financial reports, has had a much improved and more stable year financially. It has also been very encouraging to see no significant decline in the level of school subscriptions, as we move into the second year of this model.



I would like to take this opportunity to thank Stephen and all of the team at Learn Sheffield for both the hard work and skill that they bring to their work. Their commitment to working in partnership with schools and other colleagues for the benefit of children and young people in the city is the foundation for everything that Learn Sheffield achieves. This has never been more important or necessary.

I would also like to thank all of my colleagues on the Board for their contribution to Learn Sheffield. Our board, after a period of stability and continuity, has reached a natural point of transition and I would like to welcome the new members who will join us after the AGM as well as offer thanks to those who are moving on.

This period has also seen transition in some significant roles within Sheffield City Council. I would like to take this chance to express our gratitude to Jayne Ludlam, in particular for her support of Learn Sheffield in its formative years but also note that our close and productive relationship with SCC continues to blossom and we look forward to working with Jayne's successor, John McIlwraith.

Looking to the future, this will be an important year for Learn Sheffield as it now seeks to grow and build upon the strong foundations that it has developed to support our schools and academies to further improve the quality of education in the city, and improve the life chances of all of our children and young people.

A handwritten signature in blue ink, appearing to read 'Mike Allen'.

Mike Allen
Chair - Learn Sheffield Board

Chief Executive's Overview

Welcome to our Director's Strategic Report for 2018-19, which is our fourth annual report to shareholders. The twelve-month period covered by this report included the first year of delivery for both our new school subscription offer and our second school improvement commission from Sheffield City Council.

It was important that Learn Sheffield successfully delivered both of these pieces of work whilst also ensuring that our financial position was more stable and secure than it had been in 2017-18. I am pleased to report that this was achieved.



It was also very pleasing that the high proportion of subscribing schools was maintained as we ended the year, ready to move in to the 2019-20 school year. This was a testament to the hard work of the whole Learn Sheffield team and I would like to take this opportunity to thank them for all that they do in supporting Sheffield schools and academies.

We have also been putting in place some of the improvements that we identified following our Peer Review in May 2018. Our new School Improvement Strategy provides a better platform to address identified school and academy needs using capacity from across the Sheffield education landscape. We also attempted to address some of our capacity issues, albeit with mixed results! This will continue to be an important focus of our partnership work with Sheffield City Council in the coming months.

The true measure of our success however, can only be judged by school and pupil outcomes in the widest sense. Learn Sheffield exists to support our schools and academies to continue to thrive and develop the offer that they provide for our children and young people. As the strapline says: Learn Sheffield. By Sheffield. For Sheffield. In collaboration.

Sheffield's outcomes have remained steady in the past year with pupil outcomes broadly similar to the previous year but the proportion of schools and academies judged by Ofsted to be good or better at a new high. We should be proud of these achievements but recognise that we continue to aspire to better. The development of a new education strategy for Sheffield will be crucial in achieving this in the future.

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

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

In the year 2018/19 there has been one resignation and no new appointments. Significant board developments, including the period since the end of the 2018/19 year, have included the following:

- Darren Tidmarsh resigned from the board on 23 August 2019.
- A number of sector representatives reached the end of their three-year terms of office in December 2019. Angela Lant and Chris Holder have been re-nominated and their appointment for a further three-year term is the subject of a resolution at this AGM.
- Chris French has resigned from the board, having been a Director since December 2016. We would like to thank Chris for his significant contribution to the Learn Sheffield board over the last three years. As this Directors' report is published, we are currently seeking nominations for a secondary sector representative.
- Judith Smith has resigned from the Board, having been a Director since December 2016, following her retirement from her role as Executive Head of Talbot Specialist School. We would like to thank Judith for her contribution and support since the formation of Learn Sheffield and we all wish her well in the future. The election of a specialist schools' sector representative to fill the vacancy left by Judith's resignation is on the agenda of this meeting.

Attendance at the Board and Committee meetings remains good with overall attendance of 74% (59 attendances out of a possible 80 meetings between September 2018 and August 2019). Board attendance, including apologies, was 98% during 2018/19. Only one Director (since resigned) has attended less than two thirds of the meetings they are eligible to attend.

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 and the company public records are available at [Companies House](#).

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 a member of the Executive 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 is co-chair of the Licensing Committee and is a member of the Corporate Parenting Board. He also represents Sheffield City Council on the Access Liaison Group. 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 MBC. 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 twenty-seven 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. He is currently supporting schools in Sheffield, Hull and Derbyshire. He represents his locality partnership on the Primary Improvement Board and co-ordinates 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 29 years, in a variety of contexts, and has been leading schools for the past 19 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.

Mike Westerdale (Secondary School sector nominated)



Mike is currently Chief Executive Officer of the Brigantia Learning Trust in north east Sheffield. It is a 2-18+ local academy trust comprising three primary schools, two secondary schools and Sixth Form College. He is one of the two Secondary School Directors on the Board of Learn Sheffield, which he joined in February 2019.

Mike was previously (from 2010-2014) the Principal of Parkwood Academy in Sheffield and returned to Sheffield in 2018 after four years working away from the city. He has a strong commitment to inclusion and also chairs the Secondary Inclusion Panel.

Current vacancies exist for two co-opted Directors.

Financial Performance

Learn Sheffield re-appointed Hart Shaw as company auditors for the financial year 2018-19 and they will present the fourth 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 fourth year of operation, but it is worth noting here that it has been a stronger year financially for Learn Sheffield.

The company carried forward a deficit position at the end of the 2017-18 year. The 2018-19 accounts show a small trading surplus (excluding the adjustments for the pension deficit) for the year to 31 August 2019. This reflects a stabilised financial position and starts the process of eradicating the deficit over the next two years.

The auditors have drawn attention, as they did last year, to note 1.2 which is reproduced below and found on page 9 of the financial statement.

1.2 Going concern

Learn Sheffield is a recently established entity (incorporated 14 August 2015) and is still in its initial stages of growth and development.

Over the past two years, which includes this reporting period, Learn Sheffield has developed a school subscription model which replaces a significant proportion of its income alongside the planned reduction in its school improvement commission from Sheffield City Council (from £860k to £320k from September 2018).

Learn Sheffield was 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 and faced a cumulative deficit position as at 31 August 2018. This position has been stabilised during the reporting period and the current accounts show a small trading surplus (excluding the adjustments for the pension deficit) for the year to 31 August 2019. There remains a cumulative deficit position but the company is confident that this will be eradicated over the next two years.

The board of directors continue to 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 members of the company and expressed their intention to provide additional support in a letter of comfort in January 2019

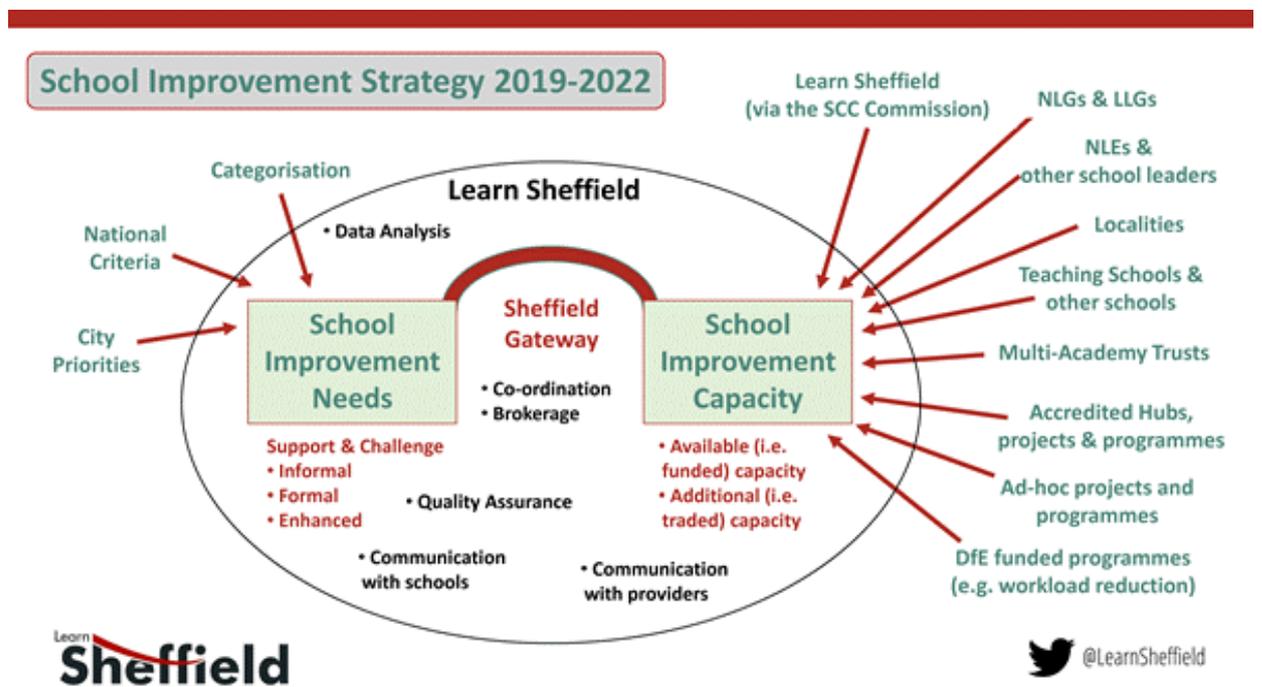
As previously, it is significant that the auditors have chosen to refer to this as an 'emphasis of matter' rather than through a more formal paragraph about 'material uncertainty'. This reflects the confidence of the auditors in the board's statement that Learn Sheffield is a going concern.

Significant Developments in 2018/19

The developments identified below summarise some of the key work that has been undertaken by Learn Sheffield in its fourth year of operation.

School Improvement Strategy & Commission

2018/19 was the first year of a new three-year school improvement commission from Sheffield City Council. Although the commission is significantly smaller (reduced to £320k per year plus some transitional funding from the £860k per year of the first commission) there is an intention to provide greater clarity in the support targeted to schools. The new School Improvement Strategy was developed throughout 2018/19, ready for use in September 2019, and is structured to enable the commissioned support to be deployed using both Learn Sheffield resources and capacity from the wider system. This is outlined by the diagram below.



Subscription Model

Last year was also the first year of the Learn Sheffield subscription offer. The subscription successfully balanced the financial reduction in the Sheffield City Council commission and also changed the balance of Learn Sheffield's work to now include more activity across the school sector, rather than being exclusively focussed on targeted schools.

The subscription offer includes some differentiated additional support for schools (linked to categorisation and Ofsted timelines) and an offer to both the school and the school improvement partnership in which they are involved. In addition to the health check days and data analysis offer, the subscription provides access to a range of programmes

which includes; Leadership Briefings, Research Led Sheffield, Governance Training, Leadership Training, Subject Networks, Moderation and Assessment.

The opt-out period for the second year, which began in September 2019, was May 2019 and meetings with schools took place throughout the summer term. Learn Sheffield is delighted that there has been no significant reduction in the proportion of schools who are engaging with the subscription offer in year two.

The final (third) year of the subscription contract will be 2020-21 and, once again, the offer will be published in April 2020 so that our members have time to review it before the end of the period on May 31st 2020 when they have the opportunity to give notice on their subscription if they do not wish to continue.

		2018-19	2019-20	2018-19	2019-20
Signed-up	Primary (inc nursery)	90.6%	88.3%	89.6%	88.3%
	Secondary (inc FE)	81.3%	83.9%		
	Special	100%	100%		
Not Signed-up	Primary (inc nursery)	9.4%	11.7%	10.4%	11.7%
	Secondary (inc FE)	18.8%	16.1%		
	Special	0	0%		

Partnership

The development of wide ranging partnerships continues to be a key feature of Learn Sheffield’s work, something that is now recognised by Sheffield City Council through an additional commission to provide strategic education leadership.

Several partnerships are now providing leadership in their specific areas, bringing together partners from across the city to determine strategic direction. Some examples of this are listed below:

- SACRE – religious education
- Create Sheffield – cultural education
- PESSPA – physical education, school sport and physical activity
- Eat Smart Sheffield* – food and nutrition education
- Inclusion Task force – SEND and inclusion

* Eat Smart Sheffield has been developed by Learn Sheffield in response to a five-year commission from Sheffield City Council to develop whole school approaches to food and nutrition and tackle obesity & tooth decay among children and young people.

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. The Learn Sheffield Outcomes Report is updated for reporting to the Learn Sheffield Board approximately half-termy and shared with Sheffield City Council

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

Green

- All schools are Learn Sheffield members and 90% are Learn Sheffield subscribers.

- All sectors engaged in the 2018/19 categorisation process, in accordance with the School Improvement Strategy.

Learn Sheffield membership & subscriptions

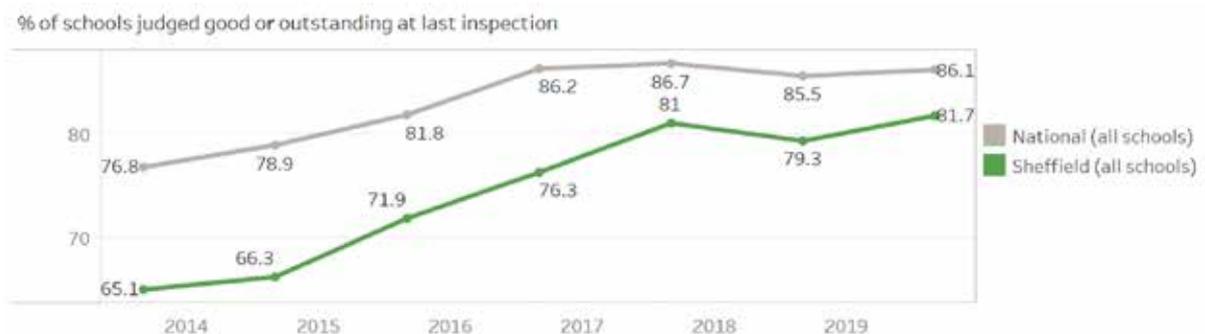
Members	100.0
Subscribers	89.6
	%

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

All Sheffield schools and colleges have continued to engage with Learn Sheffield in 2018-19, including participation in the categorisation process. All publically funded Sheffield schools and colleges continue to choose to be members and the level of subscription for 2018-19 was 89.6%, as also outlined in the previous section.

2. School Outcomes

The profile of Sheffield school outcomes increased during 2018-19 so that the gap to national closed from 6.2% points to 4.4% points. This followed a decrease, in line with national trends, in 2017-18 when the way that these figures are calculated changed.

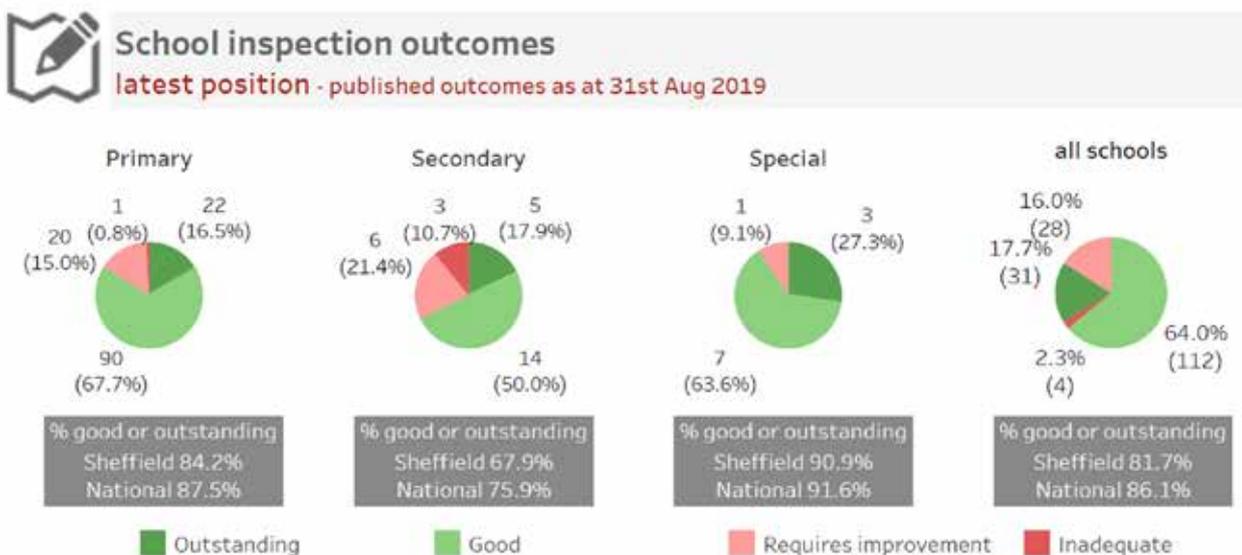


The chart shows the latest available data published by Ofsted up to 31st Aug 2019. Note that in July 2018 Ofsted changed their methodology so that schools becoming sponsored academies are no longer removed from the inspection statistics. This chart shows trend data calculated using the new methodology.

The table below shows the LA, core city and statistical neighbour rankings in relation to schools judged by Ofsted to be good or better in each sector. The improved primary rankings see Sheffield outperform deprivation rankings and in the top half of both core cities and statistical neighbours for the first time in 2019. The LA ranking for secondary has also improved and both secondary and special rankings are better than deprivation in 2019. It should be noted that the dramatic fall in special school rank equates to one school being judged to Require Improvement.

Ofsted Inspections (Year End)	Outcome (2018 in brackets)		Ranking								
	Sheffield %	National %	LA (of 151)			Core Cities (of 8)			Statistical Neighbours (of 11)		
			2017	2018	2019	2017	2018	2019	2017	2018	2019
Primary schools judged good or better	84.2 (81.2)	87.5 (86.9)	122	125	102	6	5	4	9	9	5
Secondary schools judged good or better	67.9 (63)	75.9 (75.5)	127	118	108	6	6	7	10	8	8
Special schools judged good or better	90.9 (100)	91.6 (91.8)	1	1	102	1	1	5	1	1	8

The table below breaks down the current position by sector to identify how the 32 Sheffield schools and academies (28 requiring improvement and 4 inadequate) that are not graded good or better by Ofsted.



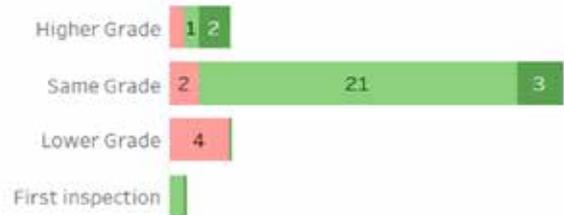
In terms of inspection outcomes, the proportion that have resulted in good/better judgements continues to increase. The 2018-19 proportion of good or better outcomes was our strongest performance so far at 87.8% which was an improvement on the 80% in 2017/18.



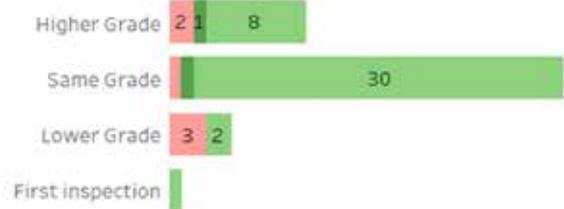
School inspection outcomes inspection outcomes by academic year

Summary of 17/18 inspections

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



Summary of 18/19 inspections - (49 total: 35 primary, 8 secondary, 6 special)



School outcomes continues to be RAG rated 'amber' by Learn Sheffield because our relative performance, although improved, remains below national.

3. Pupil Outcomes

Our pupil outcomes were broadly similar in 2019 (as they had been in 2018) with the majority of outcomes remaining stable but with a few outcomes falling slightly from the high-point of 2017. 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 on the next page, which includes the twenty headline measures across the education system from Early Years through to A-level.

Performance in comparison with other core cities, however, continues to be strong as outlined in the table below, with more than 70% of the outcomes in the top three core cities. (Note: percentages are cumulative).

	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%
2019	2	12%	1	18%	9	71%	3	88%	0	88%	1	94%	0	94%	1	100%

Sheffield Data Summary 2019

Measure	2019 Outcomes <i>(2018 in brackets)</i>		Ranking								
	Sheffield	National	LA (of 151) <i>Note – Deprivation Ranking is 127 (117 in 2018)</i>			Core Cities (of 8)			Statistical Neighbours (of 11)		
			2017	2018	2019	2017	2018	2019	2017	2018	2019
FS GLD	70 (70.3)	72 (72)	94	98	111	2	2	3	3	3	5
FS Gap	28.5 (28.2)	32.4 (31.8)	55	32	32	2	1	1	2	1	1
Y1 Phonics	77.1 (79)	82 (82)	140	137	148	7	5	8	10	8	10
KS1 Reading	72 (72)	75 (75)	92	124	117	1	3	3	3	6	4
KS1 Writing	67 (68)	69 (70)	77	98	105	2	2	3	3	3	3
KS1 Maths	74 (74)	76 (76)	61	106	100	1	3	3	3	3	4
KS2 RWM Combined	63 (62)	65 (64)	92	110	97	3	3	3	4	5	5
KS2 Reading Attainment	71 (72)	73 (75)	114	126	114	3	4	3	5	6	5
KS2 Reading Progress	-0.31 (-0.06)	n/a (0.03)	75	96	n/a	6	6	n/a	3	3	n/a
KS2 Writing Attainment	78 (77)	78 (78)	65	106	93	2	3	3	2	4	3
KS2 Writing Progress	-0.13 (0.28)	n/a (0.03)	32	63	n/a	2	4	n/a	1	3	n/a
KS2 Maths Attainment	78 (74)	79 (76)	90	102	102	4	3	4	3	5	5
KS2 Maths Progress	-0.08 (0.08)	n/a (0.03)	64	81	n/a	4	6	n/a	2	6	n/a
KS2 GPS	75 (74)	78 (78)	125	131	118	8	8	6	8	8	6
KS4 Progress 8	-0.03 (0.00)	-0.02 (-0.03)	56	60	71	2	1	3	3	4	5
KS4 Attainment 8	44.8 (44.6)	46.5 (46.6)	110	107	98	3	5	2	6	6	5
KS4 4+ Eng & Maths	59.2 (59.8)	64.4 (64.2)	114	120	117	3	4	4	7	6	6
KS4 5+ Eng & Maths	38.5 (40)	43 (43.3)	92	102	107	4	5	3	5	7	6
KS5 %AAB/better (2 fac subjects)	16 (17.3)	13.4 (13.7)	38	22	28	1	1	1	3	3	2
KS5 –avg pts per entry (A level cohort)	32.5 (32.5)	32.6 (32.1)	94	47	60	3	1	4	6	3	3

When we consider Local Authority rankings we consider both the quartile and the comparison to deprivation rankings. The tables below describe the proportion of the headline measures in each quartile and note the proportion which are above the deprivation ranking for that year. In 2019 our deprivation ranking (considering the proportion of the cohort in the most deprived ten percent nationally) has worsened to 127 (from 117).

	Top Quartile (1-38)	Above Median (39-76)	Below Median (77-115)	Bottom Quartile (116-152)	Average LA Ranking	% Above Deprivation Ranking
2017	10%	30%	50%	10%	84	90%
2018	10%	15%	50%	25%	93	75%
2019	12%	12%	53%	24%	95	94.1%

NB - 2019 KS2 progress rankings not available until December 2019 so not yet included in the figures above.

It should also be noted that if we extract the rankings for the four headline measures which come at the end of each key stage (Early Years, KS2, KS4 and KS5) then our average LA rankings have been 70, 73 and 77 in the past three years – all just above or below the median LA ranking. When considering these measures, Sheffield has not been outside the top three core cities for any of the four key end of key stage measures at any point in the last three years.

Pupil outcomes continue to be RAG rated 'amber' by Learn Sheffield, however, 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.

-  Ks1, EYFS and Phonics attainment gaps continue to widen for disadvantaged pupils
-  Ks2 expected attainment has improved for disadvantaged pupils across all measures, except reading.
-  Progress from KS1 to KS2 in reading 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.

The performance of vulnerable pupils, which has not consistently improved against the challenge of increasing and complex need, will be crucial to making any further step change in performance.

The improvements in 2018/19 in both attendance and exclusion data are good examples of this. Whilst they are clearly welcome, the improvements do not represent a significant or sustained improvement at this stage.



Attendance & behaviour



- In 2018/19, overall attendance in all phases improved slightly compared to last year.
- Persistent absence in all phases has also reduced slightly compared to the same period last year.
- Fixed term exclusions have reduced compared to last year. The reduction in fixed term exclusions is more significant in secondary and special.
- In 2018/19 there were 113 permanent exclusions in the secondary phase and 20 in the primary phase. Overall this represents 12 fewer permanent exclusions compared to the same point in time in the last school year.
- The number of Permanent exclusions in the primary phase has nearly halved (-43%) since last year.

Learn Sheffield continues to RAG rate outcomes for vulnerable pupils as 'amber' because, whilst there continue to be improvements in some areas, these are not consistent or substantial enough to consider a different rating.

How can I find out more about Learn Sheffield?

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

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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.