

Learn
Sheffield



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Directors' Strategic Report **2021/22**

ANNUAL REPORT TO SHAREHOLDERS
LEARN SHEFFIELD AGM

THURSDAY 9TH FEBRUARY 2023



Directors' Strategic Report 2021/22

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LEARN SHEFFIELD AGM

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This **Annual Report to Shareholders** is the seventh such report produced by Learn Sheffield, coming at the end of the seventh year since incorporation on the 14th August 2015. 2021/22 was the first year of a new (third) commission from Sheffield City Council (SCC) in relation to school improvement and the fourth year of our school subscription model.

This report provides an overview of performance in the 2021/22 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, Antony Hughes, 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 9 February 2023.

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

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MESSAGE FROM THE CHAIR



This is my second opportunity as Chair to report on the progress of Learn Sheffield in this, our seventh Annual Report to Shareholders.

Learn Sheffield has continued to build on the strong position that I described a year ago. The level of subscription and the further improvements to Sheffield's Ofsted position demonstrate the impact and effectiveness of the organisation and Sheffield schools continued commitment to working in partnership.

As a Board, we can see the role that additional capacity has played in every aspect of the company's work. New team members have successfully joined the team alongside those who have been part of Learn Sheffield since its inception, and the culture of the organisation has been strengthened further.

Our financial position has continued to improve, as you will see in our financial reports. This has been underpinned by stronger and more resilient financial management, which is reflected in another in-year surplus. This has enabled the level of reserve to increase. We are also pleased to note that the revaluation of the pension deficit, together with the increasing trading reserve surplus, has led to an overall surplus in reserves for the first time. Despite this, we will need to further diversify our income in order to be sustainable, particularly given the loss of Local Authority funding.

This progress has been achieved despite considerable challenges in 2021/22 arising from our relationship with Sheffield City Council. In December 2021, we wrote as a Board to SCC to raise concerns about proposed changes to their commitments and their failure to make payments in the autumn term of 2021. Colleagues should note that Learn Sheffield did not receive any SCC funding until February 2022 (Education Strategy funding) and did not receive any SCC Commission payments until August 2022. The Board recognises the role that the expanded Learn Sheffield team played in managing these financial challenges and ensuring that they did not create a distraction from the work of the wider team on supporting our schools to have maximum impact on children and young people's outcomes.

Learn Sheffield has a firm foundation from which to move into the next phase of its development. We will continue to work closely with schools, academies and colleges to support them in addressing their most challenging issues. This will underpin our future work, as it did in the development of the subscription model. Learn Sheffield will continue to have an impact on the life chances of the children and young people of Sheffield and provide strategic leadership to the school system, despite no longer delivering a civic school improvement commission.

I would like to conclude by thanking Stephen and all of the team, in addition to all of my colleagues on the Board for their contribution to Learn Sheffield's continued progress in the 2021/22 academic year. They continue to lead and act with great integrity and skill.

ANTONY HUGHES CHAIR – LEARN SHEFFIELD BOARD

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

OVERVIEW FROM THE THE CHIEF EXECUTIVE



2021/22 has seen Learn Sheffield continue to develop whilst reaching a crossroads in its future relationship with SCC.

The twelve-month period covered by this report included the fourth year of our school subscription offer and the first year of our third school improvement commission from Sheffield City Council. The position we reported last year changed substantially during 2021/22 as SCC commitments were redrawn. This was accompanied by a shift in our relationship with SCC. The frequency and nature of communication between our two organisations changed, and the established position that we are interchangeable from a school's perspective became increasingly incorrect. I have reflected elsewhere on the implications of these changes and the increasing differences in ethos between Learn Sheffield and SCC.

During this reporting period, Learn Sheffield has capitalised on the growth of our team, which included the arrivals of Sam Dunker (Director of Finance and Operations), Jean Watt (Director of School Improvement) and Nick Whittaker (new Learn Sheffield Improvement Partner). We have become a more robust organisation and built successfully on the foundations that had been created.

Three recent numbers relating to 2021/22 illustrate this work:

- Learn Sheffield's 2021/22 accounts show a fourth consecutive positive in-year balance leading to reserves of £81k
- Sheffield finished last school year above national in relation to the proportion of good or better schools for the first time in its history
- The proportion of Sheffield schools who are subscribing to Learn Sheffield in 2022/23 is 91.2%, which is a record.

I am extremely grateful to everyone in the Learn Sheffield team for the continued excellence of their work, for and alongside Sheffield settings. I would also like to thank the Board for all of their skill and support and, in particular, Antony in his role as Chair. Most importantly, I would like to thank all those who contribute to Sheffield's education community for their hard work in support of the city's children, young people and families.

The partnership between Learn Sheffield and our schools, academies and colleges is stronger than ever. The changing landscape of our relationship with SCC provides a financial challenge but also an opportunity to re-clarify the role of Learn Sheffield in support of the work of our members. We have shared some of our thinking about the future elsewhere, but Learn Sheffield's priority will be addressing the challenges experienced by our settings and providing the services they need and require.

STEPHEN BETTS *CHIEF EXECUTIVE*

BOARD EFFECTIVENESS

Board membership has continued to be stable during the 2021/22 school year, following a number of changes in the summer of 2021.

Some further changes will be confirmed at the meeting through the resolutions. The list below summarises the changes between the last AGM and this one:

- Paul Simpson was confirmed as FE Sector nominated director at the 2022 AGM
- Nicola Shipman was confirmed as a primary sector nominated director at the 2022 AGM
- Mike Westerdale was re-confirmed as a secondary sector nominated director at the 2022 AGM
- James Henderson's term had expired at time of the 2022 AGM, but he continued to attend the Board until his resignation in May 2022
- Chris Holder's term as a primary sector nominated director ends in February 2022. He has been re-nominated by the sector and will be confirmed at the meeting
- Dean Linkhorn's term as a special sector nominated director ends in February 2022. We hope to confirm the new special sector nominated director at the meeting.

Whilst this stability has obvious benefits, 2021/22 saw unsuccessful attempts to fill board vacancies. Learn Sheffield has continued to carry two vacancies for co-opted directors and two nominations from SCC. Recruitment of co-opted directors has focused on skill deficits, including a desire to broaden the lived experience of the Board. In relation to the SCC nominations, it has been agreed that these will not take place at the current time, whilst the relationship between Learn Sheffield and SCC is changing. Recruitment will be a priority in the coming year for the Learn Sheffield Board.

Attendance at the Board and committee meetings continued to be strong and increased when compared to the previous two years (where Covid had impacted more on Board attendance). Overall attendance was 94% (up from 79% in 2020/21 and 74% in 2019/20). Board attendance, including apologies, was 100% during 2021/22.

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.

The format of the Learn Sheffield Board and committee meetings in 2021/22 have continued to take place online. Sir David Carter continues to act as Strategic Advisor to the Board, as he has since September 2020.

More information about the Learn Sheffield Board can be found below and online at www.learnsheffield.co.uk/About-Us/The-Board and profiles of the 2021/22 Board follow. The company public records are available at [Companies House](#).

THE BOARD



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.



Christopher Holder

Primary School sector nominated

Chris has almost thirty 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 represents his locality partnership on the Primary Improvement Board and co-ordinates the Primary Leaders Partnership.



Antony Hughes

Chair of the Board – Co-opted Director

Antony was appointed as one of the co-opted non-executive Directors on the Board in February 2017. He became the Chair of the Board in September 2021. 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

Co-opted Director

Angela became a co-opted Director in September 2021. She had previously been one of the two Primary School Directors on the Board of Learn Sheffield. Angela worked in Primary education for more than thirty years, in a variety of contexts, and led schools for more than twenty years. In her last role Angela was part of the Executive Team at Tipton School Academy Trust and, in her role as Director of Primaries, led a team of five Sheffield primary schools. Angela also represented her locality partnership on the Primary Improvement Board and supported a wide range of local education initiatives.



Dean Linkhorn

Special School sector nominated

Dean was appointed as the Special School Director on the Board of Learn Sheffield in January 2020. He is currently the Chair of Governors at Rowan School. Previously, Dean was the Headteacher of Mossbrook School and was a previous Chair of the Special School Partnership. In this role he was also a member of the Interim Board when Learn Sheffield was created and becomes the first person to hold a seat on the Learn Sheffield Board for the second time. Dean is stepping down from the Board at the 2023 AGM.



Bev Matthews

Secondary School sector nominated

Bev is currently Chief Executive Officer of the Minerva Learning Trust in Sheffield. It is a local academy trust comprising four secondary schools, one primary school and a FE college. She is one of the two Secondary School Directors on the Board of Learn Sheffield, which she joined in March 2020. Bev has over 15 years of experience in the education sector, including FE and secondary settings and LA roles. She returned to school leadership in Sheffield following a period of Headship in West Yorkshire.



Nicola Shipman

Primary School sector nominated

Nicola has over 30 years of teaching and leadership experience and is the Chief Executive Officer of Steel City Schools Partnership. It is a primary academy trust in Sheffield, providing education to over 3,500 pupils and employment to over 550 staff in the area across nine schools. Nicola is a National Leader of Education and a Lead Ofsted Inspector. Nicola has led a number of schools as Executive Headteacher and has wide experience of successful system leadership.



Paul Simpson

Further Education sector nominated

Paul is the Executive Director of People at The Sheffield College. He has more than 20 years' human resources experience in the public and private sector, the majority being in the further education sector. Paul was born in Rotherham and is a graduate of Sheffield Hallam University. Making a difference to Sheffield City Region is important to Paul and a key reason for his support for Learn Sheffield.



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.

From 2010-2014, Mike was 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.

FINANCIAL PERFORMANCE

Learn Sheffield re-appointed Hart Shaw as company auditors for the financial year 2021/22 and they will present the seventh set of audited accounts at the Annual General Meeting.

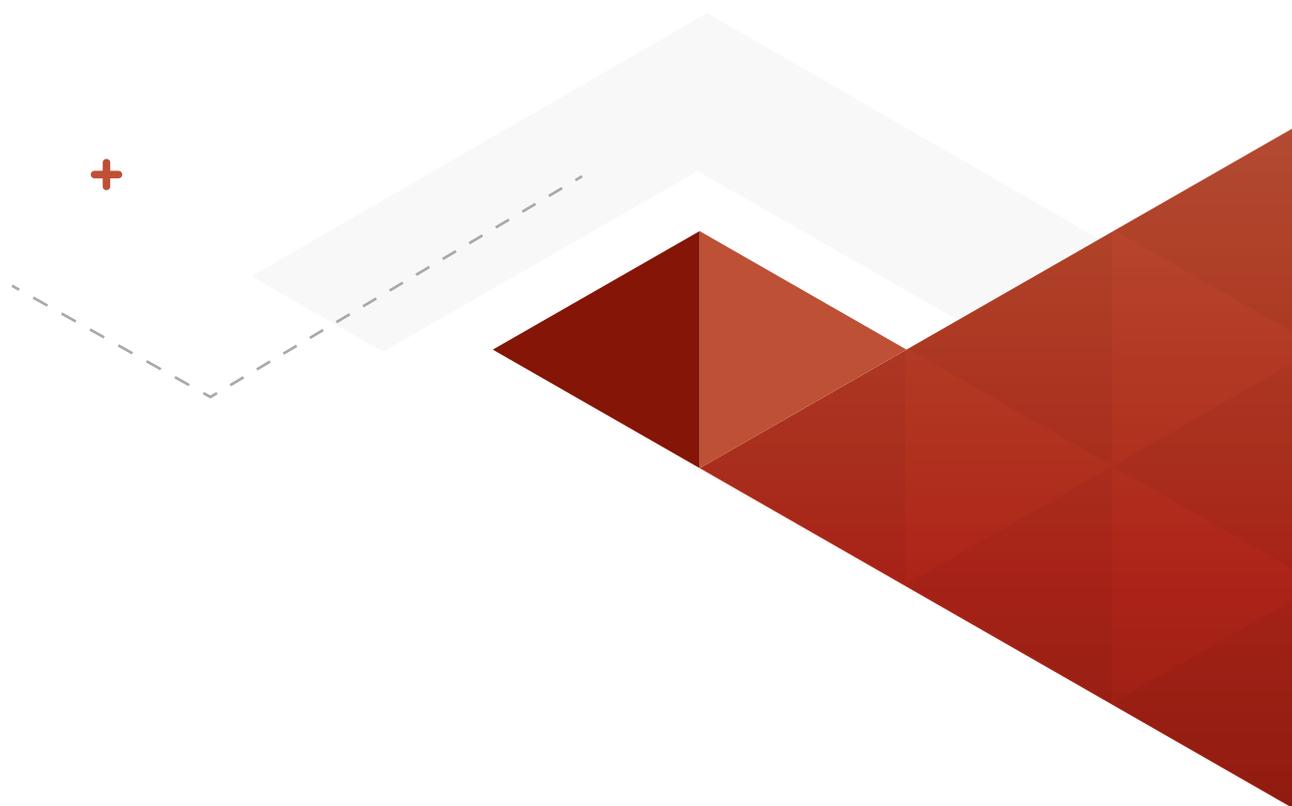
A presentation at the AGM will identify the key elements of financial performance from Learn Sheffield's seventh year of operation, and it is worth noting here that it has been another stable year financially for Learn Sheffield, leading to a further small improvement in the reserve position.

The company continues to build on its trading position following four financial years of trading surplus and following the 2020/21 financial year the accumulated trading reserve stood at £57,761. The 2021/22 accounts show another in-year trading surplus of £23,996 (after tax), which will further build on the

trading reserve at 31st August 22 of £80,996.

The trading position excludes adjustments to the Pension Fund reserve. At 31st August 2021 the accumulated deficit on the pension fund stood at £569,000. This has been re-valued by the Actuary at 31st August 2022 to £57,000.

Therefore, the total reserves following the 2021/22 financial year is a surplus position of £23,996. This is the strongest balance sheet position seen by the company since the start of trading in September 2015 and provides an excellent platform to build on over the coming years. As a result, the auditors continue to have confidence in the Board's statement that Learn Sheffield is a going concern.



SCHOOL IMPROVEMENT PERFORMANCE

Historically, this section of the Annual Report included updates on the four areas which comprised the Outcomes Report (listed below). The nature and availability of data has obviously changed significantly during the pandemic and arrived more sporadically this year than it did previously.

1. Partnership Working
2. School Outcomes
3. Pupil Outcomes
4. Outcomes for Vulnerable Pupils

Whilst the Outcomes Report (which related to an earlier commission) has not returned we will report here on both school and pupil outcomes (including outcomes for vulnerable pupils). This will be supplemented by a more complete and detailed analysis in the Learn Sheffield Position Statement, which will accompany this report. If we were still reporting on partnership working then this would be likely to reflect the high levels of engagement with Learn Sheffield demonstrated by the subscription engagement reported on page 13.

School Outcomes

Sheffield's Ofsted position has continued to improve significantly and Sheffield finished the 2021/22 school year above national (% of all schools good or better) for the first time ever.

Sheffield has improved its overall position by 6.3% points in the last three years. This rate of improvement is three times greater than national (+2.1% points).

Area	30/09/19	30/09/20	30/09/21	30/09/22
Core cities	83.1	84.6	84.8	87.2
National	86.0	86.3	86.5	88.1
Sheffield	82.3	85.7	85.7	88.6
Stat. neighbours	82.3	82.3	82.7	84.9

Sheffield is also above core cities (with the gap extended to 1.6% points) and statistical neighbours (with the gap extended 3.7% points) for the third year in a row.

If we set this achievement in a more historical context, Sheffield was 11.6% points behind national when Learn Sheffield was created in September 2015.

We should, however, note that where we had disappointments in 2021/22 they were significant (for example our first special measures outcomes in five years) and we should be reflective about this as well as proud of the overall position.

Pupil Outcomes

At the time of producing this report (in December 2022) KS2 and KS4 data is provisional and will be updated in January. KS2 progress data which is highlighted yellow as it is missing in the table below) and benchmarking data for pupil groups at KS2 will also be updated in January.

The table below shows Sheffield's rank against the headline performance measures for attainment and progress for 2018 to 2022 (no attainment data was collected in 2020 or 2021 due to Covid).

Sheffield's rank out of 152 LAs has improved at Foundation Stage, Y1 phonics and the percentage achieving a grade 4+ or 5+ in English or Maths in KS4.

Our rank has worsened, however, for the majority of performance measures and for a number of these measures Sheffield is in the bottom quartile nationally and/or no longer outperforming deprivation (i.e. the child poverty ranking).

Sheffield Data Summary 2022 (2019 in brackets)

Measure	Outcome		Ranking									LA rank Trend ↑→↓
	Sheffield	National	LA (of 151) Note - Child Poverty Ranking is 127 (117 in 2018)			Core Cities (of 8)			Statistical Neighbours (of 11)			
			2018	2019	2022	2018	2019	2022	2018	2019	2022	
FS Gld	63.7 (70)	65.2 (72)	98	111	102	2	3	2	3	5	3	↑
Y1 Phonics	72.2 (77.1)	75 (82)	137	148	127	5	8	5	8	10	8	↑
KS1 Reading	62 (72)	67 (75)	124	117	135	3	3	5	6	4	10	↓
KS1 Writing	52.6 (67)	58 (69)	98	105	131	2	3	7	3	3	8	↓
KS1 Maths	65.4 (74)	68 (76)	106	100	114	3	3	3	3	4	7	↓
KS2 RWM Combined	55.4 (64)	59 (65)	110	95	113	3	3	5	5	5	7	↓
KS2 Reading Attainment	72.1 (71)	74 (73)	126	116	125	4	3	5	6	5	7	↓
KS2 Reading Progress	(-0.29)	(0.03)	96	113		6	8		3	7		
KS2 Writing Attainment	65.3 (78)	69 (78)	106	86	130	3	2	6	4	4	7	↓
KS2 Writing Progress	(-0.12)	(0.03)	63	86		4	7		3	6		
KS2 Maths Attainment	67.5 (78)	71 (79)	102	95	127	3	3	6	5	5	7	↓
KS2 Maths Progress	(-0.07)	(0.03)	81	88		6	8		6	6		
KS2 GPS	68.3 (75)	72 (78)	131	124	130	8	8	7	8	7	8	↓
K54 Progress 8	-0.16 (-0.03)	-0.03 (-0.03)	60	71	105	1	3	5	4	5	5	
KS4 Attainment 8	46 (44.9)	48.8 (46.8)	107	101	120	5	3	6	6	6	7	↓
K54 4+ Eng & Maths	65 (59.5)	68.8 (64.9)	120	117	112	4	4	4	6	6	5	↑
K54 5+ Eng & Maths	47 (38.8)	(49.8 (43.4)	102	107	88	5	3	4	7	6	3	↑
KS5 %AAB/better (2 fac subjects)	20.5 (16.8)	20.6 (14.1)	22	28	53	1	2	3	3	2	4	↓
KS5 - avge points per entry (A Level Cohort)	36 (32.9)	37.8 (32.6)	47	57	84	1	1	4	3	3	7	↓

More detailed analysis will be available later in the spring term, but we would also note in this summary that gaps have widened for pupils with English as an additional language for many of the indicators in the primary phase and at KS4. Gaps have also widened for a number of Black and Minority Ethnic Groups across the primary phase and for girls across a number of measures at KS1 and phonics.

Further analysis to understand the drop in pupil performance in 2022 (relative to national) is focused on understanding the (aggregated) characteristics of the pupils whose outcomes have led to the decline and the impacts of Covid on that cohort (noting that similar impacts will have occurred in other better performing areas).

SIGNIFICANT DEVELOPMENTS IN 2021/22

The developments identified below summarise some of the key work that has been undertaken by Learn Sheffield in its seventh year of operation. It is intended to provide a context to support shareholders in evaluating the performance of the organisation.

This Director's Report is accompanied by an additional paper, the Learn Sheffield Position Statement, which informs the future planning of Learn Sheffield. More information about this document is also included in this section.

Subscription Model

2021/22 was the fourth year of the Learn Sheffield subscription model. At the time of the last annual report, the level of uptake was in line with the first three years but slightly increased from the previous year. This increased further during the year to 89.0% overall.

The 2022/23 subscription offer was developed in the spring of 2022 and offered to settings in May. The offer continued to accommodate the SCC Commission so that maintained schools receive a discount (equivalent to the purchase of the core element of the offer) funded by the Commission. It was also redesigned to offer a clearer menu of options, including providing all subscribing settings with the extra day of support which was previously only offered to those in the Ofsted window.

We are extremely grateful that, as we move into 2022/23, the proportion of subscribing schools has increased to the highest level that we have seen. We are especially delighted that this includes more than 90% of each sector choosing to subscribe. We also note that many of the 16 settings who have not subscribed are, nonetheless, buying services from Learn Sheffield.

	2018/19	2019/20	2020/21	2021/22	2022/23
Primary (inc. nursery)	90.6%	88.3%	87.6%	87.9%	90.5%
Secondary (inc. FE)	81.3%	83.9%	81.8%	88.3%	90.6%
Special	100%	100%	100%	83.3%	100%
OVERALL	89.6%	88.3%	87.4%	87.9%	91.2%

School Improvement Commission

Learn Sheffield has continued to deliver the School Improvement Commission from Sheffield City Council (SCC) in 2021/22. At the time of the last annual report we informed shareholders that a new commission had been agreed in the summer of 2021 for a five year contract.

Following the government's removal of the School Improvement Grant (which financially underpinned the commission) this new contract, which had not yet been produced by SCC, was amended. It became a two-year agreement and 2021/22 was the first of those years.

The delivery components of the current commission are below:

Maintained Sector Support	Core package of support for all maintained schools (purchasing the core component of the Learn Sheffield subscription - £750 per school)
Targeted School Support	Targeted support following categorisation
	Additional support for schools causing concern
	Statutory moderation
	SATs and phonics monitoring
	Headteacher recruitment
	Ofsted inspection- speaking to inspectors and attending feedback
Universal Support	Facilitation of sector partnership groups: Secondary (steering and full partnership) - organisation and support Special & IR (steering and full partnership) - organisation and support Primary (PLP and PIB) - organisation and support Primary (7 localities) - attendance and support

Learn Sheffield carried out these activities more fully in 2021/22, following a period where the support was restructured to respond to the Covid pandemic.

Categorisation returned in September 2021 and this was followed by 118 days of targeted support (linked to the categories agreed with schools and academies) being provided. This was supplemented by a further 32 days of additional support for schools causing concern.

The Learn Sheffield Position Statement includes more information about this delivery and analysis of the implications of Learn Sheffield ceasing to carry out this activity.

Funded Programmes

Colleagues will recall that work to develop a new Sheffield Education Strategy had taken place across the 2020/21 school year and this was accompanied by the development of a series of funded programmes. We reported in the last Annual Report that SCC had made a one-year commitment to fund the programmes below in 2021/22 as part of its One Year Covid Recovery Plan.

- Curriculum Project led by Mary Myatt
- Teaching WalkThrus led by Tom Sherrington
- Making the Difference led by Marc Rowland and in partnership with the EEF
- SEND Peer Review led by David Bartram and in partnership with Whole Education
- Embedding Formative Assessment in partnership with SSAT
- CPD Excellence Hubs in partnership with the TDT.

Each of these was taken forward in 2021/22 but subject to considerable re-design to take account of the impact of Covid. This was particularly significant in these programmes due to the plans for colleagues to visit schools, in addition to the wish of schools to pick up the work when they had sufficient resources to release staff to contribute to the work.

Some programmes were delayed, including the SEND Peer Review second cohort which didn't start until the autumn of 2022. Others were modified, including the Curriculum Project and the Teaching WalkThrus programme where the system leader support was delayed but half termly 'project days' were introduced to enable training to take place and provide schools with the opportunity to keep in touch with the project leaders.

Evaluation of these projects is ongoing, and we will report back on the impact and share the learning from the projects in the autumn of 2023.

Wider Developments

The biggest feature of Learn Sheffield's development has been the growth of the team, as we discussed last year. This has gone some way to addressing the sustainability and succession issues that were raised as far back as our peer review in May 2018.

On the school improvement side, the addition of Jean Watt (Director of School Improvement) and Nick Whittaker (LSIP – SEND /Special Sector) have added significant additional capacity to an already strong team. This growth has continued in the current school year and the Learn Sheffield Position Statement document contains an analysis of the current resource.

Sam Dunker's arrival (as Director of Finance and Operations), along with additional capacity in our project team has made a similar impact on the wider company. This has enabled Learn Sheffield to make considerable strides in the resilience of our financial management and develop more mature processes across a range of activities.

This growth has also provided a platform for new activities. Our leadership of the DfE SAFE Taskforce project, which is focussed on reducing the impact of violence, has been possible because of the capacity that we have been able to deploy. This pilot is one of ten nationally and began in the spring of 2022. It is an important project for both Learn Sheffield and the city, impacting on around five hundred young people per year over a three-year period.

One of the most beneficial developments this year has been the greater use of Learn Sheffield's base at Albion House. The early part of 2021/22 was a continuation of Covid arrangements, but it was very pleasing as we moved through 2022 to start to see more colleagues using the base for meetings and training.

It is always hard to capture the breadth of Learn Sheffield's work, but it seems sensible in this report to reflect on the continued growth of research partnerships. Our ongoing relationships with the EEF, Huntington Research School and the Sheffield Associate Research School continue to provide positive benefits for Sheffield settings. During 2022 Learn Sheffield was also successful in securing a place on the Educating for the Future pilot, which is funded by AEC and BELMAS. This pilot will run until the spring of 2024, although we will be sharing learning with the sector throughout the process.

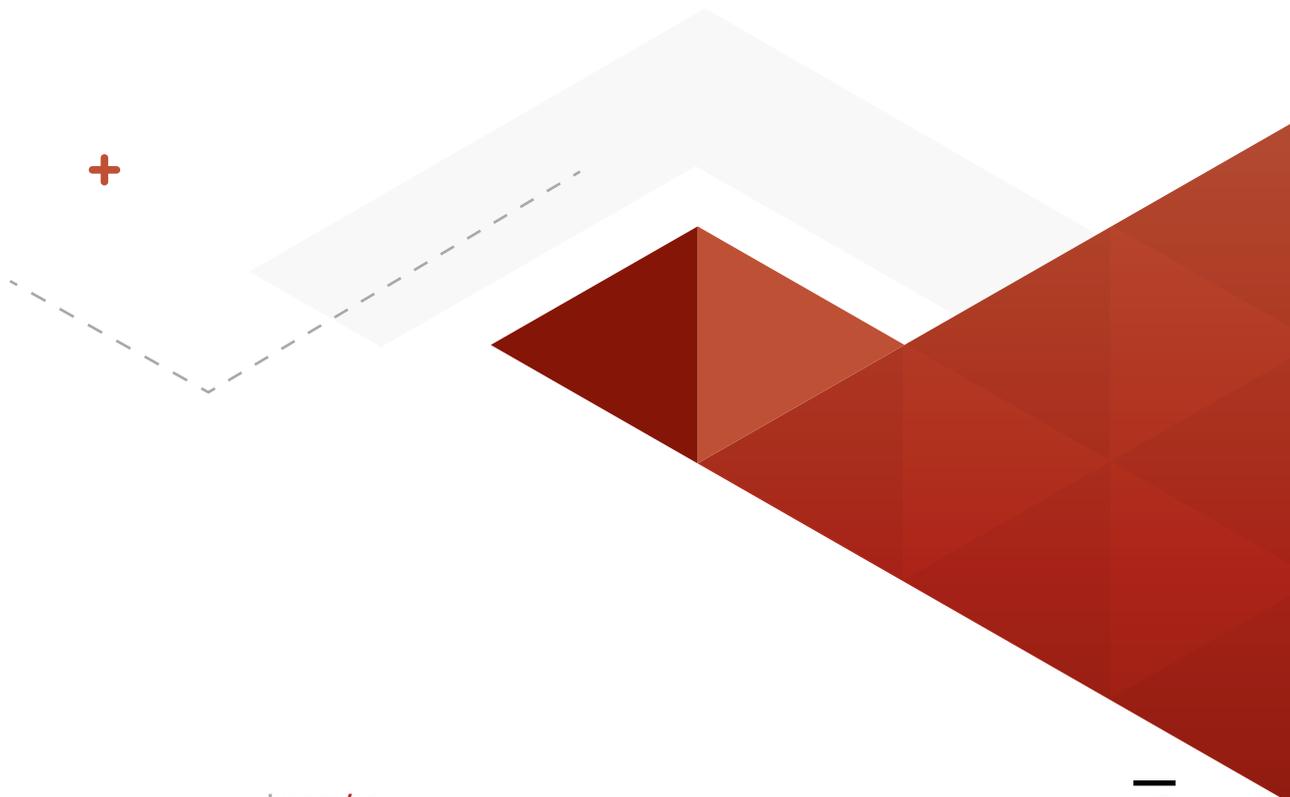
Future Planning

In the light of the significant changes ahead, with the removal of the SCC School Improvement Commission in August 2023, the AGM process this time will be supplemented by some workshops across January and February 2023.

These workshops will provide an opportunity for different groups of colleagues to discuss the situation and contribute to Learn Sheffield's future planning. This approach will enable us to plan for the future informed with an understanding of the challenges that our member schools would like us to contribute to.

The information in this Annual Report should be read in conjunction with the Learn Sheffield Position Statement document. This provides a more detailed analysis of the following:

- Learn Sheffield: city and company performance
- Strategic school improvement in the current education landscape
- The changing relationship between SCC and Learn Sheffield
- The implications of the SCC commission to Learn Sheffield ending in August 2023
- The financial implications for Learn Sheffield of these changes
- Learn Sheffield's capacity and resources to support the school system
- Learn Sheffield's future planning and strategic approach





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

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