

# **Education and Skills Strategy:**

## **A partnership framework for Staffordshire**

**Education and Skills Strategic Group**

**Summary of Meeting**

**20 June 2019**

Draft

ITEM	ACTIONS
<p><b>1/Welcome</b>  <b>Councillor Philip White, Chair of the Strategic Group (and Cabinet Member for Employability and Skills)</b></p> <ol style="list-style-type: none"> <li>1. Philip White <b>welcomed</b> representatives from across the education and skills sector.</li> <li>2. He discussed the <b>breadth of the membership</b> (slide 3) and members introduced themselves. Philip agreed to consider extending membership to businesses.</li> <li>3. He discussed the importance of <b>local democracy</b> and how, as cabinet member with responsibility for education and skills, he had spent his time looking and listening and shared his thoughts on: <ul style="list-style-type: none"> <li>• many good existing structures but they are fragmented vertically</li> <li>• variations in outcomes</li> <li>• protecting our most vulnerable</li> <li>• low unemployment in the county but low skilled</li> <li>• future economy – automation</li> <li>• upskilling in work</li> </ul> </li> <li>4. He shared his <b>ambitions for Staffordshire</b> to be the best place for children to grow up where everyone has the opportunity to prosper, be healthy and happy.</li> <li>5. That <b>education and skills is a key priority</b>: before, during and after school-life.</li> <li>6. He referenced the changing landscape (eg, currently 55%, and rising, of 400 Staffordshire schools are now academies) and <b>changing roles</b>, where local authorities are evolving from main education provider to become: <ul style="list-style-type: none"> <li>• Champion - for children,</li> <li>• Commissioner -</li> <li>• Convenor - of partnerships</li> </ul> </li> <li>7. He noted Staffordshire’s performance ranked amongst 152 local authorities (slide 4) and that rankings cannot show the <b>wealth of excellent existing practice</b>, which we need to capture and share.</li> <li>8. He said that <b>we are a leadership group</b> with an agreed <a href="#">strategic partnership framework</a> , come together to provide strategic leadership for education and skills in Staffordshire to: <ul style="list-style-type: none"> <li>• shape our future DIRECTION</li> <li>• have a clear view of our IDENTITY as a place</li> <li>• drive ASPIRATION – clearest feedback from recent consultation</li> <li>• with a SHARED vision, principles and aspirations (slides 6 and 7)</li> </ul> </li> </ol>	<p><b>PHILIP to consider membership</b></p> <p><b>ALL MEMBERS</b></p>

<p>9. We need a <b>whole system approach</b> because if we aren't working together, with the same principles, we cannot effect system-wide change for all 900,000 people in Staffordshire.</p> <p>10. He finished by saying he would like the meetings to have one or two key speakers, from different organisations, to stimulate discussion.</p>	<p><b>can suggest future possible themes or speakers</b></p>
<p><b>2/Future economy – Local Industrial Strategy</b>  <b>Anthony Baines, County Commissioner for Learning and Skills</b></p> <p>11. Tony discussed some of the <b>successes in the Staffordshire economy</b>:</p> <ul style="list-style-type: none"> <li>• fewer people with no qualifications</li> <li>• 30,000 new jobs created</li> <li>• particularly in engineering and manufacturing</li> <li>• 3,500 new businesses</li> <li>• rapid acceleration in the growth of skills over last 4 years</li> <li>• rising wages; higher disposable income</li> </ul> <p>12. However, there is a <b>national decline in productivity</b> and many jobs (eg, in retail and logistics) are being replaced by automation.</p> <p>13. Tony referenced the government's <a href="#">UK Industrial Strategy</a> to boost productivity, create good jobs and increase earning power and the four <a href="#">Grand Challenges</a> it sets out:</p> <ul style="list-style-type: none"> <li>• artificial intelligence and data</li> <li>• ageing society</li> <li>• clean growth</li> <li>• future of mobility (transport)</li> </ul> <p>14. As part of the Industrial Strategy, the Learning Enterprise Partnership (LEP) will be required to agree a <a href="#">Local Industrial Strategy covering Staffordshire and Stoke-on-Trent</a> that builds on local strengths.</p> <p>15. Tony shared research that would affect Staffordshire's workforce (of 470,000 adults):</p> <ul style="list-style-type: none"> <li>• 93% of current jobs have a digital element</li> <li>• 14% of current jobs are ripe for automation</li> <li>• A further 32% of jobs will be affected by technological change</li> </ul> <p>16. Members were engaged with Tony and it was recognised the need for greater, system-wide understanding of the future of work and careers.</p>	
<p><b>3/Aspirations</b>  <b>Kerry Dove, Strategic Insight Manager</b></p> <p>17. Philip introduced Kerry and stated that raising aspirations across education and skills was vital.</p>	

<p>18. Kerry explained that during the consultation on the Education and Skills Strategy, partners had repeated the importance of aspiration; and in a recent county council <b>survey of children and young people</b>:</p> <ul style="list-style-type: none"> <li>• 32% felt that there were local opportunities to support their aspirations</li> <li>• 63% look to their parents/carers for careers advice</li> </ul> <p>19. Kerry outlined the county council’s new “Raising Aspiration” programme, of research and highlighted two elements:</p> <p>a) Raising Aspiration: best practice/lessons learned</p> <p>Kerry asked members and peers to discuss or <b>send any examples of good practice on raising aspiration</b> (call 01785 276518 or email <a href="mailto:kerry.dove@staffordshire.gov.uk">kerry.dove@staffordshire.gov.uk</a>).</p> <p>b) Raising Aspiration: educational attainment in Staffordshire</p> <p>Kerry, with Jim Pugh, discussed a qualitative research project with Staffordshire University, to <b>work with staff and parents in four schools</b> to help understand the fall in attainment between Key Stages 2 and 4. Starting with two primary-aged schools and their linked secondary-aged schools, the research could be extended to more schools.</p> <p>c) (The other areas include a deeper analysis of national and local data and research to understand what other local authorities are doing successfully.)</p> <p>20. Kerry and Jim answered a number of questions and Kerry was asked to consider including a middle and high school in the school research.</p>	<p><b>ALL MEMBERS to share examples of good practice with Kerry</b></p> <p><b>KERRY to consider</b></p>
<p><b>4/Our priorities</b></p> <p>21. Members reflected on the earlier discussions and, on tables, identified what they considered were the priorities for the Education and Skills Strategy.</p> <p>22. There was a <b>broad agreement on the key priorities</b>, which were summarised by Philip:</p> <ol style="list-style-type: none"> <li>a) <b>Inclusion</b> – including all learners, vulnerable groups</li> <li>b) <b>Aspiration</b> – including IAG for all ages, careers education, role of parents/family</li> <li>c) <b>Outcomes</b> – educational and wider health, social, civic, etc</li> <li>d) <b>Curriculum offer</b> – eg, consistency between all phases, input from employers and sector leaders</li> <li>e) <b>Best practice</b> – eg, sharing successes, what can be done for “free”</li> <li>f) <b>Emotional wellbeing</b> – including personal resilience</li> <li>g) <b>Capacity</b> – eg, recruitment and retention, strong governance, lobbying of government</li> </ol>	<p><b>ALL MEMBERS to advise Andrew of any views on the key priorities</b></p>

