



Department  
for Education

**Social Mobility**

**Norwich**



**Opportunity Area 2017-20**

A local plan to deliver opportunities for young people in Norwich



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# OUR VISION



## A message from the Secretary of State for Education and the Chair of the partnership board



### Raising sights and broadening horizons for Norwich's young people.

I want to level up opportunity across this country so that all young people can go as far as their talents and drive will take them. Education is at the heart of that ambition, and is central to breaking down the barriers to social mobility that too many face in our country today. This ambitious plan for Norwich will open up opportunity for children and young people across the city.

When I visited Norwich, I met a number of the leaders that are already driving improvements in the opportunities available to young people in the city. I am therefore delighted that we are working with those leaders to help local children get the best start in life, no matter what their background.

But, like many other parts of the country, some young people are held back from reaching where their talents should take them. This is why I have designated Norwich as one of twelve Opportunity Areas in England – to help us to address this lost opportunity for too many.

### Rt. Hon. Justine Greening MP

Secretary of State for Education and Minister for Women and Equalities.



I am delighted to have been appointed to Chair the Norwich Opportunity Area partnership board. Our vision is to create a system where no child in Norwich is left behind. We know that by working together with local and national stakeholders who share our vision, we can truly make a difference over the next three years. This plan, endorsed by the Secretary of State, will deliver a significant and lasting impact **across four priorities** between now and 2020.

Whether you are a **young person, parent or education professional in Norwich**, please do **get in touch** and tell us your thoughts about this plan and ideas about how we can increase opportunity through education, for young people in Norwich.

### Dr. Tim Coulson

Independent Chair of Norwich Opportunity Area partnership board.

## GET IN TOUCH



[opportunityareas.east@education.gov.uk](mailto:opportunityareas.east@education.gov.uk)



[@NorwichOA](https://twitter.com/NorwichOA)

## Our vision is that all young people, regardless of their background, can fulfil their potential and access the opportunities available to them.

This means that children should be well prepared to start school by the time they are aged five, should achieve their full potential whilst at school and college, and should be sufficiently well informed to make ambitious choices about their future as adults.

The partnership board has brought together committed leaders from the local authority; local schools; colleges; universities; business; and voluntary and community organisations. Together we have reviewed how children and young people in Norwich do in education and employment, and compared this to the rest of the country.

Young people in Norwich from disadvantaged backgrounds are less likely than their peers elsewhere in England to leave school with a good level of attainment, go on to study for a level 3 qualification (such as A levels), continue with education or employment from age nineteen, or go to university.

**“There is no shortage of committed outstanding leaders in Norwich. By bringing everybody together behind the right plan we are certain we can create a step-change in the opportunities available in the city.”**

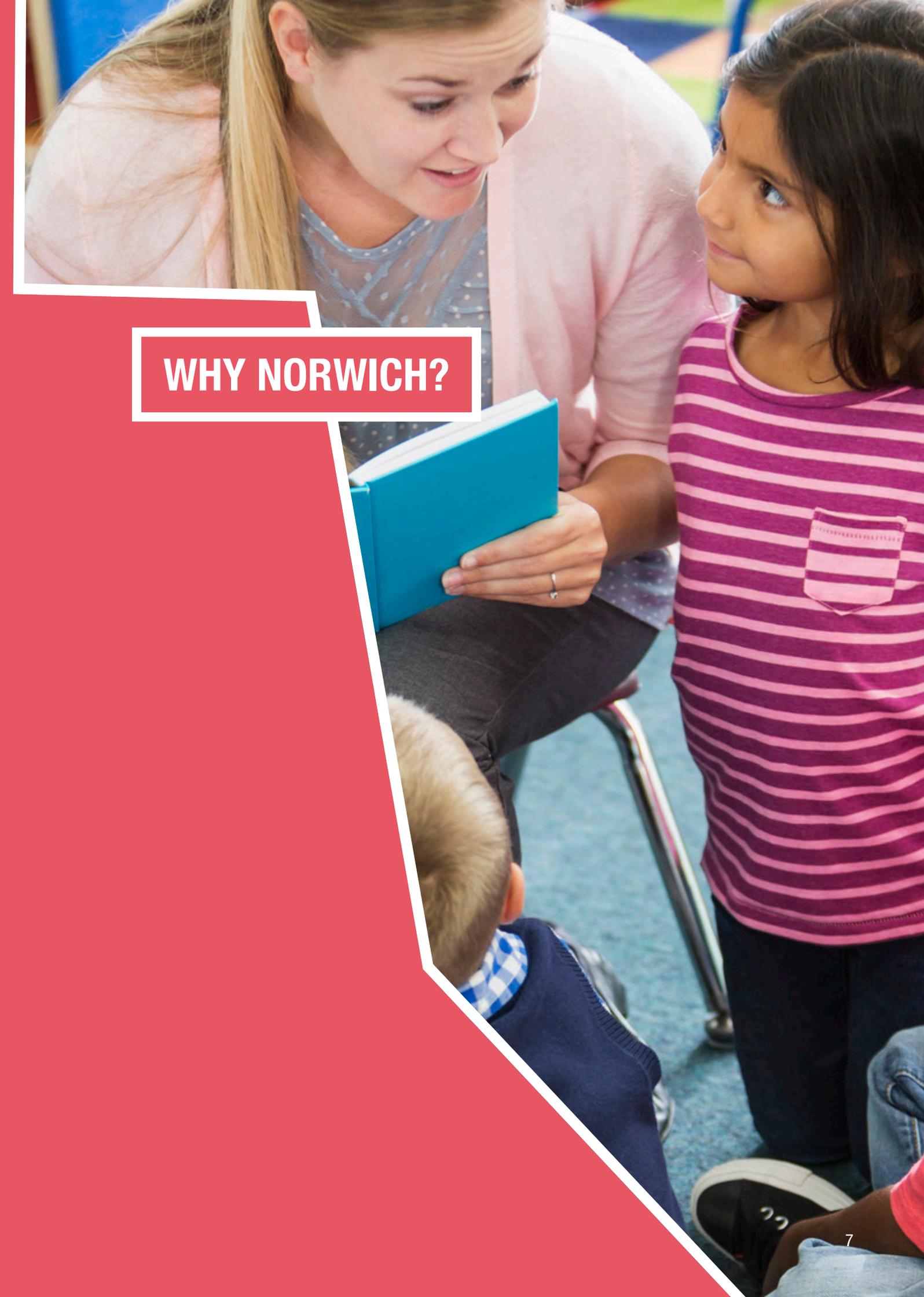
**Alan Hopley, Chief Executive,  
Voluntary Norfolk**

The Department for Education has set up a team in Norwich to get underneath the data and has been speaking to partners across Norwich to understand the challenges facing young people in the city. Our data analysis and intelligence gathering underpins this plan. We will examine the evidence base for all proposed interventions and put in place effective evaluation of the projects we implement, so that we are making a significant contribution to the evidence base for future such programmes.

We are investing very significant resources to support local leaders to deliver the ambitions of this plan, including direct funding from the £72m we are investing across the Opportunity Areas’ programme.

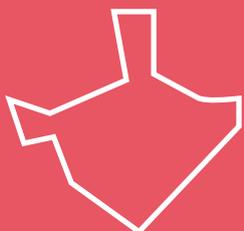
**“It has been fantastic to see such a range of people contributing to developing our plan for Norwich. By bringing together leaders from across education, business and the voluntary sector we have developed an ambitious vision for what we can achieve for the young people of Norwich.”**

**Brian Conway, Chief Executive, St John the Baptist Catholic Multi-Academy Trust**



**WHY NORWICH?**

## Why Norwich?



**323<sup>rd</sup>**  
out of 324 districts

– Norwich's ranking in the Social Mobility Index\*. The Index compares the chances that a child from a disadvantaged background will do well at school and get a good job in areas across the country.

Norwich is a great city that blends the modern and the historic. It is an inspiring place to grow up and the people of Norwich are proud of their city. It was England's first UNESCO City of Literature. However, despite its culture, history and association with literature, Norwich ranked **323rd out of 324 districts** in the Social Mobility Index, which compares the chances that a child eligible for free school meals (FSM) will do well at school and get a good job. Norwich schools also performed poorly compared to others in the index used for understanding educational performance in the 2016 Department for Education White Paper.

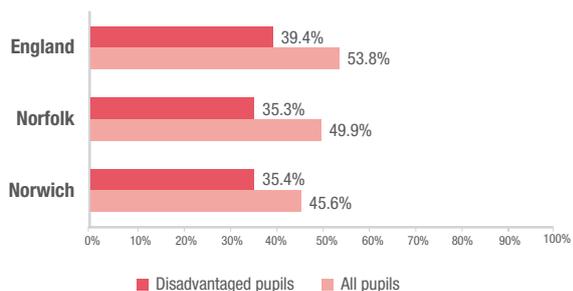
The position of Norwich in these lists was largely driven by poor educational performance amongst disadvantaged children; the performance for all pupils at age eleven; and the low proportion of secondary pupils in schools with good or outstanding leadership. For the purposes of this plan we refer to those pupils eligible for pupil premium as 'disadvantaged'\*. This group includes any pupil who has claimed free school meals in the past six years; children who are looked after by their local authority; and a small number of children with other characteristics.

\*Within this plan, the 'disadvantaged' group varies depending on the DfE data source. However, they all include the number of pupils who were eligible for free school meals at any point in the previous six years. For further details about the specific definition of 'disadvantage' for each DfE data source, see the "Education statistics by local authority, district and pupil disadvantage" release found on the [DfE Statistics page](#).

\*<https://www.gov.uk/government/publications/social-mobility-index>

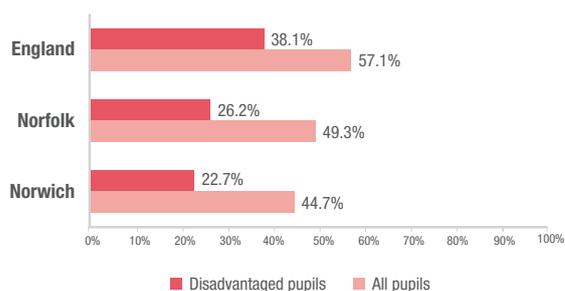
## Why Norwich?

Percentage of pupils achieving the expected standard in reading, writing and maths at the end of key stage 2 (2016)



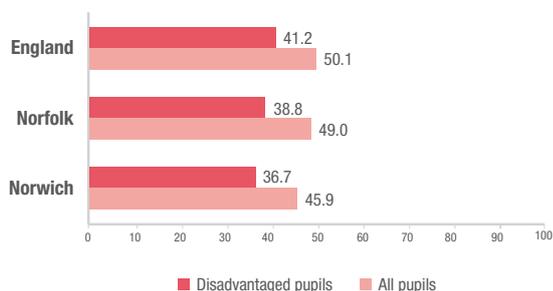
Source: Revised key stage 2 assessment data

Percentage of 19 year olds qualified to Level 3 (cohort aged 19 in 2016)



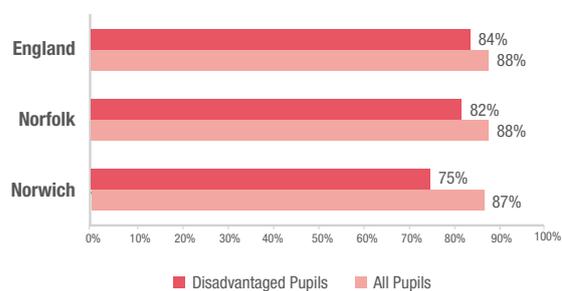
Source: DfE matched administrative data

Average Attainment 8 scores of pupils at the end of key stage 4 (2016)



Source: Revised key stage 4 attainment data

Percentage of pupils of at the end of key stage 5 in 2014 who were in sustained education employment or training in 2015



Source: Longitudinal Education Outcomes dataset

## BUILDING ON STRONG FOUNDATIONS



**“Norwich is a beautiful city and it has so much young talent, that needs to be recognised and realised. Everyone should have the same opportunities, no matter where they’re from.”**

**Alfie, 16**

## Recent years have seen encouraging progress in Norwich – driven by local professionals who are passionate about Norwich.

We will build on these successes by putting those leaders already in Norwich at the forefront of this programme to drive further improvements.

There are already **many great schools in Norwich** which are committed to delivering academic excellence to young people, including local authority schools and those run by multi-academy trusts (MATs). Norwich City College is a good college with a particular strength in supporting students with high needs and there are also two strong universities – University of East Anglia and Norwich University of the Arts. There are a number of high quality employers, including Grant Thornton and KPMG, who occupy first and second place on the Social Mobility Business Index.

The **Norwich for Jobs** programme, a partnership led by Chloe Smith MP, local businesses and Job Centre Plus, has been extremely successful in creating new employment opportunities for young people aged 18-24.

The **Norwich Talent Match scheme**, funded by the Big Lottery Fund to target those young people who face the greatest barriers to entering the jobs market, has consistently been one of the most successful of all such schemes

across the country. Talent Match is already making excellent progress supporting young people to enter the jobs market. We want to coordinate with this programme in Norwich, to use existing expertise and ensure that all young people are getting the support they need.

There is a diverse and vibrant landscape of voluntary and community sector organisations working in Norwich. They are supporting children and families with a range of complex problems, helping them to access the opportunities that are available to them.

The **Norfolk Education Challenge Board**, chaired by Professor David Woods, was established in 2015. The Board monitors progress and provides challenge for Norfolk's strategy for supporting school improvement "A good education for every Norfolk learner".

The **Regional Schools Commissioner (RSC)** is working alongside the local authority to improve standards in schools causing concern, developing school improvement plans for these schools and bringing in new sponsors where required.



## Action already underway

We believe that working in partnership with local and national organisations will help ensure this plan is a success in Norwich.

That's why we have already taken action alongside **four partner organisations who can offer young people a range of positive experiences:**

- **The Careers and Enterprise Company (CEC) is the national network that connects schools, colleges and employers to create high-impact careers opportunities for young people** – they will appoint volunteers from the world of work to be Enterprise Advisers in every Norwich school. The advisers will connect schools, colleges and employers to create high quality career opportunities for young people in Norwich aged eleven to eighteen. In Norwich, this programme has already started and schools are beginning to decide which activities are most appropriate for their pupils.



- **The National Citizen Service builds essential skills for life and work, investing in our country's future talent** – they



will work to ensure that more of Norwich's young people can experience and benefit from this four week programme of personal development and volunteering. In Norwich, they are also building partnerships with local voluntary organisations, universities and businesses to offer additional incentives to young people to take part. Where young people find it harder to engage, National Citizen Service is developing new approaches to supporting them to build the confidence to attend the full programme.



- **The Education Endowment Foundation (EEF) is an independent charity dedicated to breaking the link between family income and educational achievement** – they will support the partnership board and local schools to make the best use of evidence so schools prioritise their time and resources on what works to transform outcomes in the classroom. In Norwich, we have already designated Notre Dame High School as a Research School\*, meaning it will be on the front line disseminating knowledge of what works in the classroom to improve outcomes for pupils.



- **The Network for East Anglian Collaborative Outreach (NEACO)** – is a consortium of all of the universities in East Anglia which are working together to help us ensure Norwich’s young people from disadvantaged backgrounds are fully aware of and can access all of the opportunities that may transform their life chances. NEACO is already working in schools across Norwich, focusing on those schools serving wards where there is low participation in higher education. NEACO has already begun to place coordinators in schools to increase engagement with pupils.

\*The Research Schools Network is a collaboration between the Education Endowment Foundation (EEF) and the Institute for Effective Education (IEE) to fund a network of schools which will support the use of evidence to improve teaching practice. [www.educationendowmentfoundation.org.uk/our-work/research-schools](http://www.educationendowmentfoundation.org.uk/our-work/research-schools)



## CREATING A LOCAL PARTNERSHIP TO DRIVE SUCCESS

“I see the Youth Board as an opportunity to express my own values and the opinions of my peers at school. I look forward to working with people who have the mutual passion to make a change for the young people in Norwich.”

Abbie, 14

## The Norwich Opportunity Area partnership board

The Norwich partnership board is an unprecedented union of local and national experts from a range of backgrounds focussing on one core mission: improving social mobility in Norwich.

We have brought together successful local business leaders, inspiring educationalists, committed local public servants, world-class academics and voluntary sector pioneers to create the Norwich partnership board, led by Dr. Tim Coulson. The board will bring its collective experience, local insight and, above all, passion for Norwich to make this plan a success.

The board has been working with a wider stakeholder group to develop this plan. It will now meet monthly to oversee progress, working alongside the Department for Education and other national organisations to ensure that the programme is coherent, effective and represents good value for money.

We have also established four working groups to set up and oversee projects that tackle the priorities agreed by the partnership board.

### Norwich Opportunity Area partnership board membership

#### Dr. Tim Coulson – Independent Chair

Tim has a strong track record in local education delivery. Prior to 2014, he was Director of Education at Essex County Council and he has been lead education officer at both Reading Borough Council and the London Borough of Camden. From 2014-2017 Tim was the Regional Schools Commissioner for the East of England and North East London, with a specific role in tackling educational underperformance.

### Partnership board members

- **Adrian Ball:** Director of Schools, Inspiration Trust
- **Alan Hopley:** Chief Executive, Voluntary Norfolk
- **Binks Neate-Evans:** Chair of the Norfolk Primary Heads Forum and Headteacher West Earlham Infant School
- **Brian Conway:** Chief Executive, St John the Baptist Academy Trust
- **Chris Snudden:** Assistant Director of Children's Services, Norfolk County Council
- **Chris Starkie:** Managing Director, New Anglia Local Enterprise Partnership
- **Corrienne Peasgood:** Principal, City College Norwich
- **Natalie Cramp:** Chief Operating Officer, Careers and Enterprise Company
- **Nicole McCartney:** Managing Director East, Ormiston Academies Trust
- **Professor Richard Andrews:** Head of the School of Education, University of East Anglia
- **Stephanie Beavis:** Assurance Director and Head of Public Sector, KPMG East Anglia

The meetings are also attended by the Department for Education. As part of this, the Department's Head of Delivery for Norwich will work alongside the Chair to set the agenda for meetings and drive progress in delivering progress for Norwich.

## Partnering with employers

Recognising the key role that business leaders play in creating opportunities for young people, the Careers and Enterprise Company (CEC), supported by Pricewaterhouse Coopers (PWC) and the Confederation of British Industry (CBI), have developed a network of national and local 'cornerstone employers' who will support young people in Norwich.

The cornerstone employers have committed to leading a much wider network of businesses who will support the area by strengthening links with schools and providing a range of valuable, evidence based experiences and activities to help young people make the transition from school to work. The CEC are ensuring every school in Norwich will have an Enterprise Adviser to coordinate how employers and schools work together to improve opportunities for young people.

Together we are making a business commitment to young people in Norwich. All secondary school pupils in Norwich will have access to at least four high quality experiences of the world of work, as we know this reduces the chances of young people not being in

education, employment or training and can improve career returns. We will also provide business mentors to support those young people most at risk of disengaging from education, employment or training.

In Norwich, the cornerstone employers include:

- **Aviva** – The UK's largest insurer, with business interests in 16 countries worldwide, including a major presence in Norwich.
- **Adecco** – A recruitment company with a presence in over 60 countries and a major office in Norwich.
- **Grant Thornton** – One of the world's largest professional services network of independent accounting and consulting member firms with offices in Norwich.
- **Norfolk County Council** – The top tier council for Norfolk, based at County Hall in Norwich.
- **KPMG** – A global network of professional firms providing Audit, Tax and Advisory services with offices in the heart of Norwich.

## Putting young people at the heart of our plan

<p><b>Listening to views</b></p> 	<ul style="list-style-type: none"> <li>We have met young people in Norwich to seek their views on the barriers they face to social mobility, the factors that influence their engagement in education and their awareness of the opportunities available to them. As the programme progresses we will provide ongoing engagement with young people in Norwich, ensuring their views are placed at the centre of our work in Norwich.</li> </ul>
<p><b>Representation</b></p> 	<ul style="list-style-type: none"> <li>Chloe Smith MP is chairing a new Youth Board, which represents young people drawn from across Norwich, those in alternative provision, voluntary groups, children with special needs, those studying for apprenticeships, and existing youth groups. This group will give their perspective on the delivery plan and lead projects to tackle some of the key issues we are uncovering.</li> </ul>
<p><b>Action</b></p> 	<ul style="list-style-type: none"> <li>We will involve young people in developing projects and interventions. We already have a group of young people collecting video interviews with their peers, talking about what they hope the local successes will be. As the Youth Board develops its own perspective on the barriers to social mobility in Norwich we will launch further projects, developed and led by the young people themselves.</li> </ul>
<p><b>Ambassadors</b></p> 	<ul style="list-style-type: none"> <li>Young people will be ambassadors for the programme. These ambassadors will be 10-20 years-old and will be passionate about improving social mobility in their community. They will be selected because they demonstrate a strong commitment and have inspirational stories to tell – stories which bring alive the programme’s aims. They will consult with and represent their peers, finding and telling success stories and delivering a communication strategy to engage the wider community.</li> </ul>
<p><b>Research</b></p> 	<ul style="list-style-type: none"> <li>We will commission new research to understand young people's views on the barriers to their success, and how to remove these. This will give us a baseline – a starting point for measuring what we achieve in Norwich.</li> </ul>

# PRIORITIES



## Working with the partnership board, we have established four initial priorities for the Norwich Opportunity Area.

In taking action on all of these priorities we will consider how we reach those children and young people who will most benefit from additional support to achieve their full potential. We will review these priorities for 2018/19.



### **Priority 1: Improve early speech, language, listening and communication.**

To give children a better start at school and improve their chances of success as they move through the key stages of education.



### **Priority 2: Raise attainment through targeted, evidence-based continuous professional development (CPD) for teachers and stronger system leadership support.**

Targeting expert school improvement support so that children attain to a higher level, which will give them a greater choice of pathways to success. Working with existing school leaders to strengthen the system so that more great local schools and colleges are proactively offering support to other schools.



### **Priority 3: Support children at risk of exclusion from school.**

Supporting schools to keep children in lessons so that they can access the educational opportunities available to them in Norwich.



### **Priority 4: Give young people the information and support they need to move successfully between school, college, university and into work.**

A coordinated approach, bringing schools, colleges, employers and universities together to ensure that all children understand the full range of options that are available to them for further study and future careers.



## Priority 1: Improve early speech, language, listening and communication

Giving all children the best start to their education.

### Why this is an issue:

Take-up of the two year old offer in Norwich is close to the national average, but take-up of the three-and four-year old offer is further from the national average. The proportion of pupils attending a provider judged by Ofsted to be good or outstanding is above the national average.

The proportion of children achieving a ‘good level of development’ when they start school is below the national average and the average Early Years Foundations Stage Profile point score for FSM-eligible pupils is amongst the lowest for all local authority districts in England.

Local partners such as schools and voluntary sector organisations tell us that pupils too often have poor communication, social and emotional skills at school entry and that there is more to do to engage parents. There is a wide variety of early education providers in Norwich and the progress children make can vary significantly between them.

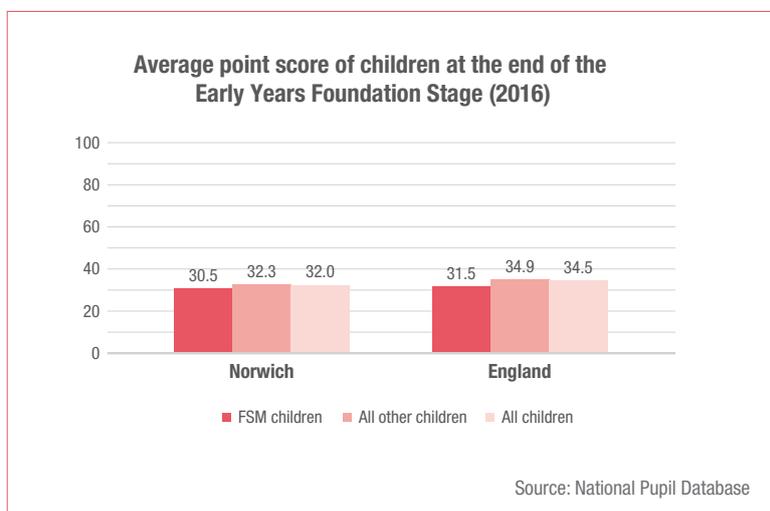
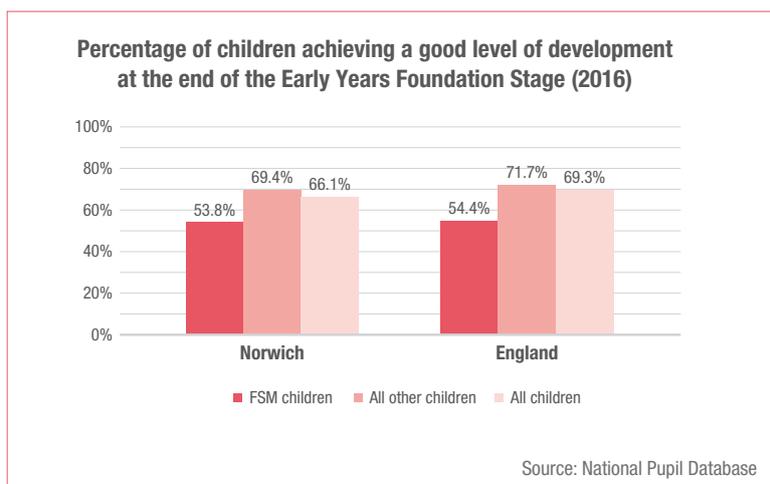
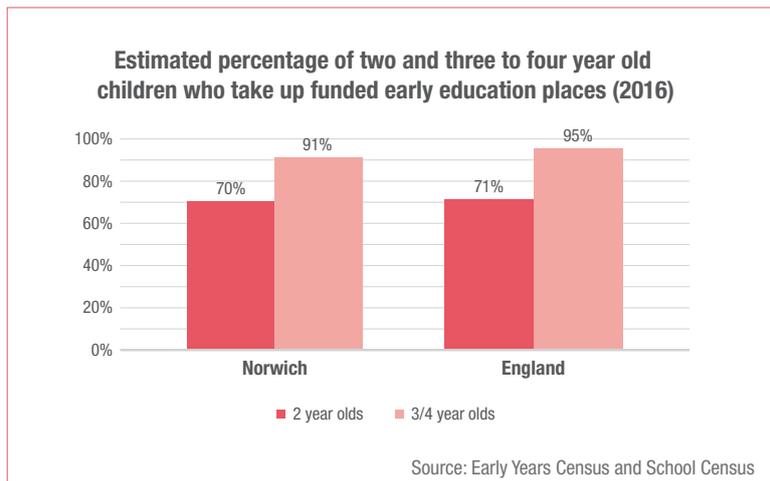
Schools can refer children for speech and language therapy but find that the available service does not necessarily meet the whole challenge and there remains a need for improving support within the classroom.

We know that children that are behind at age five: too often struggle to catch up in school; fall further behind their peers; and risk lower life chances. Some schools in Norwich have already begun to use new approaches to delivering better support for speech and language development in school. We need to look at ways of scaling up these approaches where the evidence for them is strong. To ensure that all parents are able to play a role in improving early communications skills we should also be looking at evidence based approaches to speech and language development in the home environment.

## Priority 1: Improve early speech, language, listening and communication

Giving all children the best start to their education.

### 2016 position



## What we will do:

1. We need to achieve a greater level of consistency in the support children receive for their language development. To achieve this we will work with local and national experts to develop new training for teachers and early years professionals, based on the best available evidence. The programme will be implemented initially within a network of five to seven schools who have volunteered to form a coalition to achieve professional excellence in developing early speech, language, listening and communication. Once established the network will be expanded to bring together all types of early years providers, including child minders, private and voluntary institutions, and schools.
2. We also need to make available more, high quality, early education places in Norwich. In order to do so whilst strengthening the links between early education and school, we will work in partnership with multi-academy trusts and other school providers to increase the number of school nursery places available in Norwich, including for two year olds to vastly increase access to high quality early years education.
3. All parents want the best for their children. We therefore need to consider how we can support parents to improve the home learning environment so that their children are developing really good communication skills at home as well. We will use a competitive process to identify those approaches to providing support that already have a strong evidence base either in the UK or abroad, and will implement the most promising in Norwich, reaching at least 100 families. The project will be subject to robust evaluation so that we learn what works in Norwich and can expand provision to more families.

### In 2017/18 our activities will include:

- Bringing together a coalition of schools to commit to establishing professional excellence across Norwich in developing children’s crucial early speech, language, listening and communication skills. We will procure a training programme starting with five to seven schools from December this year, beginning delivery of high quality training in January.
- Identifying multi-academy trusts and other providers who have land and/or buildings that could be used to create new school nursery provision in Norwich and who will commit to bidding for future capital funding from the Department for Education as it becomes available (December 2017).

### Our targets for 2020/21 are:



- By September 2021, 95% of eligible three to four year olds and 75% of eligible two year olds will be benefitting from funded early education.
- By 2021, the proportion of children achieving a good level of development will be in the top half for all local authority districts in England.



## Priority 2: Raise attainment through targeted, evidence-based continuous professional development (CPD) for teachers and stronger school system leadership.

Norwich school and college leaders working together to provide high quality teaching to all pupils.

### Why this is an issue:

While there are a number of excellent school providers working in Norwich, across the whole city the proportion of primary and secondary pupils attending schools in Norwich with a current good or outstanding judgement is low. A significant number of pupils attend schools that do not have a current judgement and in most cases this is because they have been subject to intervention in the past three years. Where schools are under new leadership they may need support to ensure that they join the growing number of good and outstanding schools.

Key stage 2 and key stage 4 attainment is low. Most recently key stage 2 maths results have been poor relative to national averages. Across all of the individual EBacc subjects

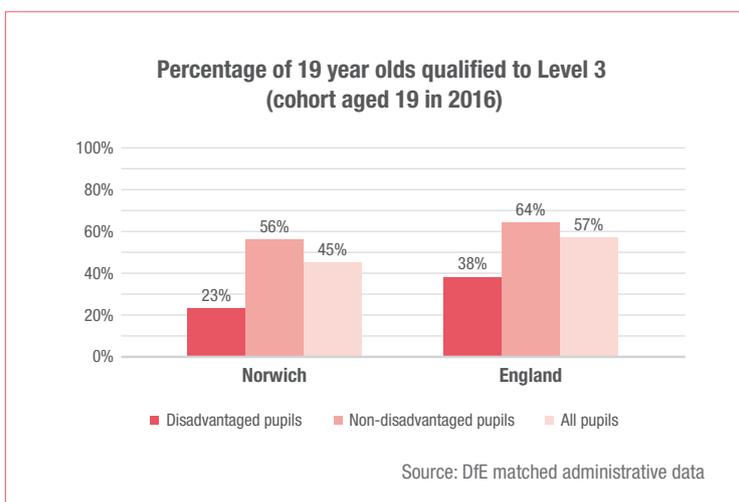
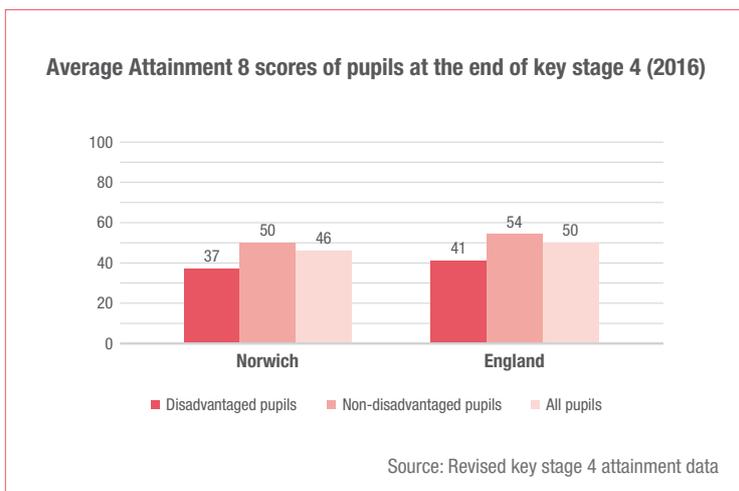
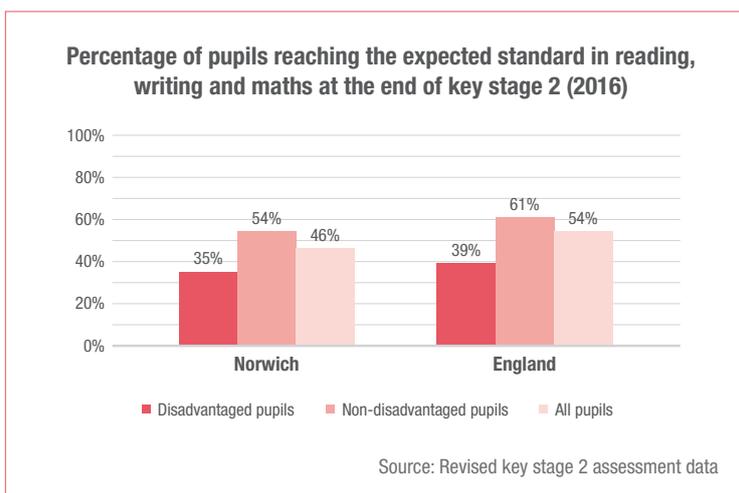
attainment is low, especially amongst pupils eligible for free school meals. We know that young people with low EBacc pass rates rarely progress into high quality level three qualifications so the proportion of young people studying for a level three qualification or higher is low and the proportion achieving level three by nineteen is very low.

Driving up the standard of qualifications and closing the gap between those young people from disadvantaged backgrounds and their peers is crucial for transforming social mobility. There are enough good school leaders in Norwich already to drive school improvement across the city if we can develop a targeted approach based on the best available evidence.

## Priority 2: Raise attainment through targeted, evidence-based continuous professional development (CPD) for teachers and stronger school system leadership.

Norwich school and college leaders working together to provide high quality teaching to all pupils.

### 2016 position



## What we will do:

1. To ensure that school improvement support is targeted and tailored towards the needs of Norwich schools and pupils, **school leaders in Norwich will support their peers** to assess their school improvement needs and target relevant school improvement programmes to them. As well as partnering headteachers together to provide peer support, this group will ensure that all Norwich schools are accessing high-quality, evidence-based CPD. This project will also include leaders from the post-16 sector so that they can both provide the benefit of their expertise and receive support from colleagues in the school sector. The programmes available will include:
  - a. Support delivered through the Department for Education funded **Maths Hub**, which will develop a plan to deliver a range of training to improve maths teaching across all Norwich schools, including training in teaching for mastery in mathematics.
  - b. Programmes funded through the first round of the **Teaching and Leadership Innovation Fund (TLIF)**, including:
    - Training and in-school support to improve the teaching of literacy, provided by Ruth Miskin Training
    - Training for teachers alongside extensive STEM inspiration and enrichment activities, provided by science, technology, engineering and maths (STEM) Learning (Aspire to STEM programme)
    - Professional development for leaders in primary schools
    - Support to specialist and non-specialist physics teachers, provided by the Institute of Physics (Future Physics Leaders Programme).
  - c. Support from the first round of the **Strategic School Improvement Fund (SSIF)** bids to help at least:
    - Nine primary schools to raise the progress of girls in maths at key stage 2, led by Sheringham Primary National Teaching School
    - Four secondary schools to raise attainment at key stage 3 and key stage 4, led by Hethersett Academy Teaching School; and
    - Three primary schools to improve reading comprehension for disadvantaged pupils at key stage 2, led by Inspiration Trust.
2. In order to ensure that schools are supported to use the best available evidence in their day-to-day practice, we have worked with the Education Endowment Foundation (EEF) to designate Notre Dame High School as an **Research School**. Notre Dame will be funded to:
  - a. Run a series of events that encourage schools to make use of evidence-based practice
  - b. Provide a range of training and professional development for teachers
  - c. Support schools to develop innovative practice and establish measurement systems so they know whether new approaches have worked.
3. To build on the outreach of the EEF Research School we will make available a **Norwich Evidence-based Practice Fund** to pay for individual schools and colleges, or small groups of providers, to implement evidence-based approaches to improving attainment where they have needs that can't be met through the SSIF or TLIF.

## What we will do:

4. To build leadership capacity in Norwich we will:
  - a. Provide **fully funded access to National Professional Qualifications** in middle leadership, senior leadership, headship and executive leadership to leaders and aspiring leaders in Norwich schools. In the first year alone there will be funding for up to 90 school leaders to undertake this training.
  - b. Work with the Teaching School Council to approach schools that are likely to meet the eligibility criteria to become Teaching Schools, with a view to designating **three further Teaching Schools** or Teaching School Alliances across Cambridgeshire, Norfolk and Suffolk.
  - c. Encourage and support more outstanding leaders to become National Leaders of Education (NLEs), designating **an additional ten NLEs**.

## In 2017/18 our activities will include:

- Establishing a Research School (from June 2017).
- Using the Strategic School Improvement Fund to help at least twelve primary schools and four secondary schools to raise attainment at key stages 2-4 (from September 2017).
- Agreeing with the Maths Hub a plan for improving maths teaching at all ages (October 2017).
- Establishing a programme for Norwich school leaders to precisely target school improvement support (September 2017) so that every school in Norwich is accessing CPD through the programme (by June 2018).

## Our targets for 2020/21 are:

- By 2021, attainment at key stage 2 and key stage 4 will be in the top half of all local authority districts in England.
- By 2021, 50% of nineteen year olds will be qualified to level three.
- By 2021, the gap between the attainment of disadvantaged pupils and all pupils will be half what it was in September 2017.





## Priority 3: Support children at risk of exclusion from school

Taking action to keep pupils in mainstream education wherever possible.

### Why this is an issue:

Rates of exclusion are high in Norwich, leading to high numbers of pupils either being educated in alternative provision, where outcomes can be poor, or not being in school at all. There is limited understanding of precisely why exclusions are so high relative to the rest of England, however we know that the vast majority of exclusions are

for persistent disruptive behaviour. A new effort is required to get under the skin of this problem and ensure that all children are being educated in settings where they can achieve to the best of their ability.

### What we will do:

1. In order to better understand why such high numbers of pupils are being permanently excluded from school, we will conduct new research, in collaboration with the Blackpool Opportunity Area, to better understand the underlying causes.
2. We will use the outcomes of that research to target new interventions at those children most at risk of exclusion from school. As well as working with schools and the local authority we will seek to work with partners in the voluntary sector and the health sector.
3. To support Norwich schools in managing challenging behaviour, we will deliver new behaviour management training for teachers through the Teaching and Leadership Innovation Fund.
4. To reduce exclusions for young people with special educational needs we will deliver training for special education needs (SEN) reviewers in schools through the Whole School SEND Consortium (part of the London Leadership Strategy). The training will help schools to understand where their SEN provision could be strengthened to help avoid unnecessary exclusions.
5. In order to ensure that no child is excluded unnecessarily, we will work with headteachers, alternative provision providers and the local authority to review approaches to behaviour support, managed moves and temporary alternative provision placements for children at risk of exclusion.

### In 2017/18 our activities will include:

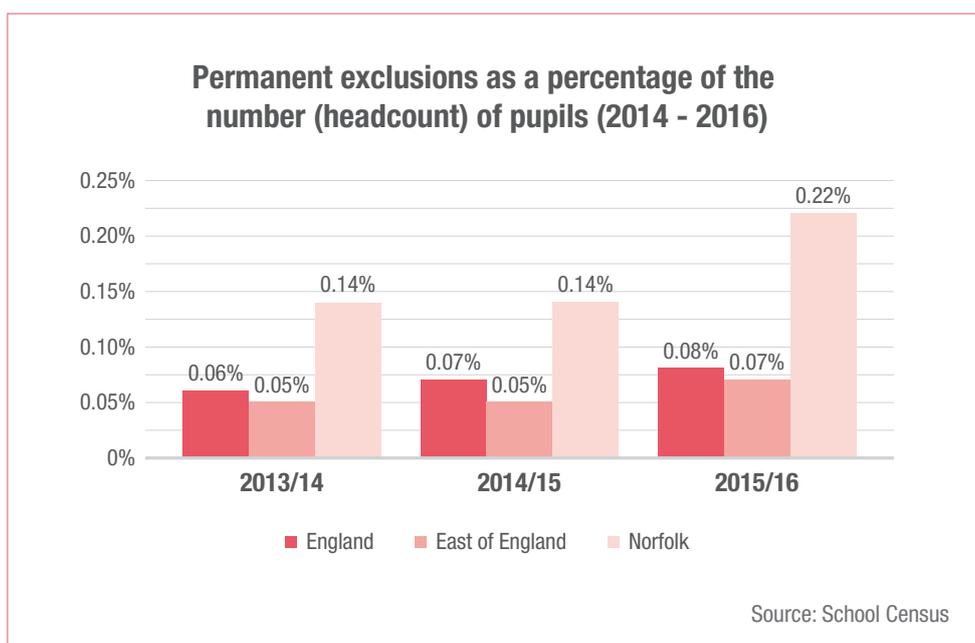
- Finalising a review of alternatives to exclusion (October 2017).
- Launching a research project to establish the drivers of high exclusion rates (November 2017).
- Delivering training for SEN reviewers in schools (December 2017).
- Beginning delivery of new behaviour management training for teachers (January 2018).

### Our targets for 2020/21 are:

- In 2020/21, the rate of fixed term and permanent exclusions will have reduced by two thirds from the rate in 2016/17



Official Department for Education data on exclusions is at Local Authority (County) level and the latest data is from 2015/16. More recent local authority data shows that in Norwich there were **67** permanent exclusions in 2015/16 and **64** in 2016/17.





## Priority 4: Give young people the information and support they need to move successfully between school, college, university and into work

Giving young people the information and support to turn their qualifications into success as adults.

### Why this is an issue:

The proportion of disadvantaged pupils in education, employment or training between October and March after key stage 4 is below the national average. After key stage 5, participation is low for disadvantaged pupils (those eligible for pupil premium).

By the age of nineteen the proportion of young people who are qualified to level two (GCSE or equivalent) in English and maths is very low, especially for disadvantaged young people. Data used to target programmes to widen participation in higher education show that very small numbers of young people go to university and the proportions from seven particular wards going on to higher education are amongst the bottom 20% of all wards nationally.

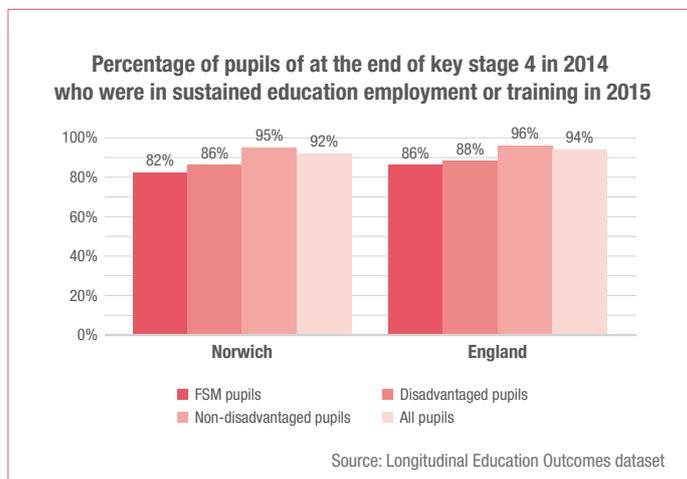
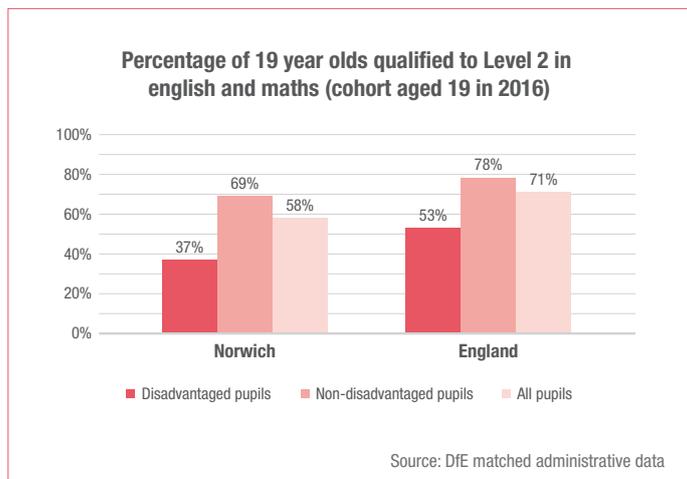
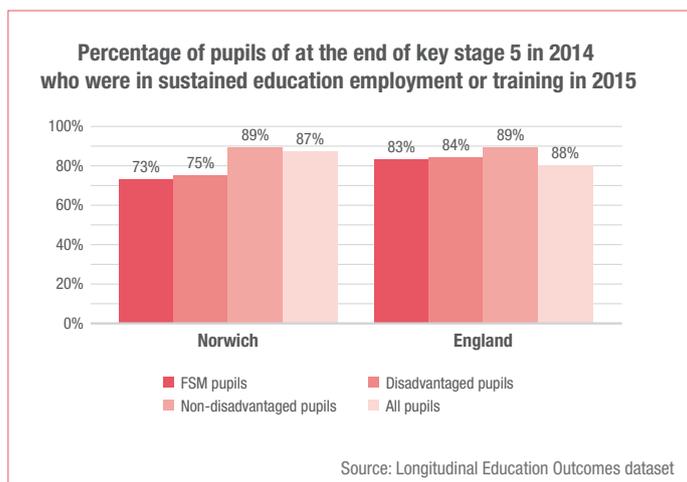
Schools say they often find it hard to establish and maintain relationships with employers to support their pupils with understanding the world of work. There is

a range of high value employers in Norwich who are enthusiastic about supporting young people but they tell us they often find it hard to know how they can best help.

There is evidence to suggest that disadvantaged young people are most likely to experience dips in attainment when moving between different phases of education. The local authority and other school providers tell us that there is a large population of children who move regularly between schools. The most disadvantaged young people can find the move from school to college a particular challenge if they are not able to access support to overcome challenges and set-backs.

## Priority 4: Give young people the information and support they need to move successfully between school, college, university and into work

Giving young people the information and support to turn their qualifications into success as adults.



## What we will do:

1. In order to provide the strongest possible support to young people about the full range of their options and what they can do to achieve their goals, we will coordinate the work of the Careers and Enterprise Company (CEC), the Network for East Anglia Collaborative Outreach (NEACO) and the National Citizen Service so they work together to support young people in making decisions about their futures:
  - The **CEC** will engage with schools to give young people multiple opportunities to experience the world of work, understand what work is, explore their options and build real confidence about their futures. They will also bring together employers, schools and colleges to create strong connections and relationships that prioritise young people and their futures. They will appoint volunteers from the world of work to be Enterprise Advisers in every Norwich school to ensure pupils get four good experiences of work. Where individual pupils have additional needs they will be targeted for those activities that are most appropriate to their needs.
  - **NEACO** will use dedicated funding to encourage and support more young people to apply to higher education or higher level apprenticeships.
  - The **National Citizen Service** will trial new approaches to encourage and support more young people to complete the National Citizen Service, and to strengthen the benefits for those that do, so that more young people are developing the broader skill set they need to complement their academic qualifications. This will include additional support to those young people who face greater barriers to completing the programme.
- **Talent Match** is already making excellent progress in supporting those young people who face the greatest barriers to entering the jobs market. We want to coordinate with this programme in Norwich, so we are leveraging the existing expertise in the city and ensuring that all young people are getting the support they need.
2. To provide the best possible support to those sixteen to nineteen year olds who are seeking to strengthen their crucial English and maths skills, we will work with key stage 4 providers and City College Norwich to develop new ways to support young people that didn't achieve level two English and maths while at secondary school. This will include exploring better data-sharing arrangements and sharing approaches to ensuring consistently high-quality teaching. We will robustly evaluate this activity so that we can share learning from these pilots with other schools and colleges across the country.
3. We will work with the local authority, schools and the college to develop a strategy for supporting those young people who are most at risk of disengagement from education when they move from one school or college to another, including those that move schools regularly. This will include proposals for additional support for the most vulnerable children and young people. We will seek to harness the collective responsibility of education leaders in the city and bring in support from local businesses, for example through mentoring for those young people most at risk of disengaging from education.

## Our activities for 2017/18 will include:

- CEC, NEACO and National Citizen Service working collaboratively from September 2017 in all secondary schools to support young people in making choices about their education and career options after year eleven.
- All secondary school pupils in 2017/18 having four high quality ‘encounters’ with the world of work, with over 11,000 encounters taking place overall.

## Our targets for 2020/21 are:

- 90% of the 2018-19 cohort who were eligible for pupil premium in year eleven will be in a sustained destination 6 months after completing key stage 4
- By 2021, 40% of young people in Norwich will go on to higher education or a higher level apprenticeship
- By 2021, 85% of pupils who were eligible for pupil premium in year eleven and who studied for a level three qualification will go on to a sustained destination after key stage 5





Norwich

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