

Children's Services Committee

Item No.....

Report title:	Developing Norfolk's Education Landscape
Date of meeting:	14 November 2017
Responsible Chief Officer:	Sara Tough Executive Director Children's Services
Strategic impact Better educational outcomes are key to Norfolk's future. The organisation of schools and other education providers, the size and structure of individual institutions and the built environment in which children and young people learn can make a considerable contribution to the improvement of educational experiences and outcomes. This paper outlines the current structural landscape, the role of the Local Authority in relation to school organisation, and suggests a strong local policy approach to secure changes where these are needed.	

Executive summary

Building on reports to Committee in September 2016, this report provides a summary of the way in which Norfolk's educational system has developed structurally since the reforms introduced by Governments from 2010. This snapshot provides the context for Members to consider a number of strategic structural issues facing the County Council in the next five years, as the system further develops.

In turn these provide the backdrop to the delivery of the Council's continuing strategies to support a self-improving school system and secure an 'Outstanding Education for **All**'

The context covered in this report includes:

1. Demographic growth and new housing, especially the forthcoming movement of growth into the secondary sector;
2. Risk to the sustainability of some schools and sixth forms
3. School reorganisation and conversion of schools to academy status within a wider development of Multi Academy Trusts;
4. Local and national processes for commissioning new schools
5. Capital investment in the education system;
6. Sufficient provision for all learners
7. Post-16 provision.

It is very much part of the County Council's role as Champion of all Norfolk children to understand the impact of the changing structure of the education system. This include collaboration with partners and the Department of Education with its agencies. Norfolk County Council has a clear role as the local advocate for the development of a coherent system that serves all learners well from age 2 to 19. *The report makes a number of strategic recommendations for the Committee.*

Recommendations:

Children's Services Committee is asked to note the content of this paper and endorse the approach advocated.

Children's Services committee is asked to amend the approach adopted in 2015 as follows:

- a. To use every opportunity to achieve a locally coherent organisation of schools by working closely with the Regional Schools Commissioner, local partners and communities.
- b. To promote the development of school groupings with single governance that can provide school to school support through sufficient resilience and size. Norfolk should mirror the national approach, where 1500 pupils on role across a number of schools within the group is deemed a desirable minimum.
- c. To ensure that wherever possible, new schools are commissioned as all through primary schools with a minimum of two forms of entry and secondary schools as 11-16 schools with six forms of entry.
- d. To consider these school sizes - 420 place primary (5-11) and 900+ place secondary (11-16) schools) - to be the desirable model, where Norfolk County Council invests considerable capital to support other school organisation changes.
- e. To uphold as far as possible the 'presumption against closure' set out in national guidance
- f. To establish as a minimum size of 105 for any school or standalone school site within the mainstream sector, where school organisation changes are promoted in a local area
- g. To establish all through primary education as the model for primary phase schools, where school organisation changes are promoted in an area.

1. Introduction

- 1.1 This paper builds on previous reports to this Committee, notably in [September 2016](#) that set out the 'Structural Developments in the Education System'; and Norfolk's approach in advocating for the development of a self-improving school system.
- 1.2 In this paper the approach was affirmed as follows:
 - A clear role for Norfolk County Council as the champion of children working pro-actively with all types of schools
 - A close working relationship with the Regional Schools Commissioner to act at the 'middle tier' within the education system
 - Promoting strong governance and the development of groups of schools with single governance
 - Continuation of the approach set out in May 2015, including:
 - Promoting school groupings with a minimum of two forms of entry for primary schools, to ensure sufficient capacity and funding for sustainable leadership models
 - Where possible, move to all through primary model (including on multiple sites) to reduce the number of transitions for pupils
 - Giving preference to models with full forms of entry or, where this cannot be achieved, ensure mixed age classes with no more than two year groups in any one class (e.g. Year 1 and Year 2 or Year 5 and Year 6).
 - Ensuring that management partnerships¹ move to a single governance model within six terms (two years) Local Authority capital deployment is aligned to these principles.

2. Context

- 2.1 The national policy context remains largely unchanged since the last report to committee. Previous intentions by government to pursue a white paper or new legislation are not likely to come forward due to the focus on other legislation. Statements by the Secretary of State for Education in relation to Free Schools suggest that this policy may be amended and less resource will be available for centrally commissioned new schools.

- 2.2 The Local Authority role in relation to the developing and changing landscape is not always clearly defined. Whilst we retain responsibility for ensuring the sufficiency of school places we have less control over the arrangements for school groupings.
- 2.3 The landscape in Norfolk is complex and continues to be characterised by a highly diverse range of organisations that operate different types of schools and learning providers. These are maintained (funded) either by the Local Authority or the Department for Education (DfE), but always governed independently. Statutory regulations sets out how both local authorities and central government agencies regulate and intervene where financial performance or quality of provision is of serious concern.
- 2.4 A feature of the Norfolk school system is the large number of church schools. The LA works closely with the three Diocesan Boards to explore structural and organisational issues and opportunities.
- 2.5 Many schools are now operating as part of a group, with single governance. This can be either a Multi-Academy Trust or a federated governing board that is required to exercise the necessary control to ensure strong performance. Annex 1 provides an explanation of difference forms of governance and Annex 2 gives an overview of the current schools and their governance groups in Norfolk.
- 2.6 Norfolk County Council continues to take a pro-active approach as a champion of children in supporting the development of a self-sustaining school system. The methodology has been outlined in previous papers, including the paper endorsed by committee in September 2016. This includes influencing the development of federations and academy trusts as well as utilising opportunities for school organisation changes where they arise.
- 2.7 Recent national developments which can affect the approach to school organisation and the structural landscape for education are mediated through a Regional Schools Commissioner's office. The LA works routinely with officers from this Regional DfE team to plan for future growth, re-organisation and support for school improvement the improvement of provision and outcomes.

3. Overview of the Norfolk Education System

- 3.1 The outcomes for pupils in Norfolk schools have improved markedly over time, however there are still challenges that schools, governing bodies and trusts must address. The quality of education provision, as judged by Ofsted has also improved considerably in the last few years, with over 90% of Norfolk schools now judged good or outstanding.
- 3.2 The relatively recent national strategy for academisation continues to have an impact in Norfolk though this has slowed recently.
- 3.3 As part of the 2016 Education and Adoption Act, the Secretary of State is required to issue an academy order where a school is deemed to be inadequate (unless the school is due to close). In case of an existing academy, the Regional Schools Commissioner has the option to secure a new or different sponsor Multi Academy Trust to address underperformance. In such cases, a challenge sometimes arises for Norfolk County Council, where this should be aligned to wider changes to the local organisation of schools (e.g. Infant/Junior schools)
- 3.4 A few years ago it was recognised that the performance of a proportion of the small schools in Norfolk was not as good as it should be and that the recruitment of high quality and sustainable leadership was also a significant challenge. As a result a small schools steering group, made up of stakeholders, elected members and officers established a strategy to engage with all governing bodies of small Norfolk schools. The strategy increased the expectation that strong and sustainable partnerships, leadership and governance arrangements should be a priority for every small school. The recent annual review of the Strategy shows that the vast majority of small schools are in a collaborative arrangement to support their ongoing educational and financial sustainability. The future of a minority of very small schools is still questionable, where there are significant issues in relation to quality and in some cases closure may be an option.

- 3.5 The data for small schools continues to underline that performance is highly variable, however on average educational outcomes for pupils, measured over time, in schools with cohorts of 10 pupils or fewer are consistently lower than those in larger schools. Disadvantaged pupils do very poorly overall in small schools.
- 3.6 The next focus of the small school review in 2017/18 is to test and challenge the capacity and ability of small schools to support more vulnerable children from disadvantaged backgrounds. .
- 3.7 In relation to students post 16. Members have been briefed on the outcomes of the Post 16 Area Based Review initiated by the Department for Education, carried out in Norfolk earlier in the year. The recommendations from the Area Based Review result in a number of changes to institutions in the Norfolk post 16 sector. The recommendations are listed in full as part of Annex 4. Whilst the proposed mergers should result in stronger institutions and enhanced provision for Norfolk Learners, they also create a period of transition for both staff and learners.
- 3.8 The local authority identifies some schools, where a range of previous intervention, both in relation to school improvement, changes to governance arrangements or even the introduction of a sponsor has not resulted in the necessary improvement over time. This persistent underperformance over a number of years may suggest that a more radical approach to change is needed and the organisation of local schools, or school closure needs to be re-considered
- 3.9 The work of Norfolk County Council in securing sufficient provision for Early Years is set out annually in the Childcare Sufficiency Statement. Committee is updated on this annually as part of the cycle of reports on overall sufficiency of places. The area based approach outlined in section 4 below will enable officers to continue to take into account the wider needs and opportunities across all age ranges.

4. Current structural / school organisation and sufficiency challenges

- 4.1 The demography in the county is changing and housing development is resulting in growth in demand for school places in some parts of the county.
- 4.2 * Regular reports to this Committee deal with these pressures in more detail, notably through reporting on capital prioritisation (November) and Place Planning (January). An update on the programme is provided in May each year.
 - New challenges within this aspect include changes to the rate of house building in the context of a large number of allocated sites within local plans. The emergence of significant increased housing development outside the planned growth also creates localised pressure that we need to respond to.
 - In order to meet the demand for more specialist and complex needs provision in Norfolk a considerable amount of work has been undertaken recently to increase capacity through commissioned places. There is an ongoing need to increase this further to meet the rising demand, mirrored nationally. A statutory sufficiency strategy in this respect, produced annually by the authority, will provide an updated view on this pressure in spring 2018.
- 4.3 There is no single entity that unites all the decision making processes regarding changes to the organisation of schools. School Organisation changes can be promoted by Norfolk County Council for maintained schools, the Foundation Governors for a Voluntary Aided School and Academy Trusts in relation to academies. Whilst statutory regulation covers the processes managed by Norfolk County Council, the Regional Schools Commissioner operates a model involving a business case, which she decides upon with the advice of the Head Teacher Board.
- 4.4 Where a governing board, Multi Academy Trust or the Local Authority, proposes a change to the organisation of schools, Norfolk County Council bears the responsibility for securing the necessary transport in line with our policy. Our methodology for including transport implications early on in any process, including where other parties develop a business case for significant change is underdeveloped. We need to manage the risk

both to Norfolk County Council finances and secure our ability to promote changes that achieve a better local arrangement of schools, even where this has some financial impact.

- 4.5 The challenges in the post 16 sector also include a reduction in the Ofsted judgements for two of the four FE Colleges. Earlier this year the College of West Anglia was judged to require improvement and Easton and Otley College was judged to be inadequate. City College Norwich continues to be good (2017) and East Coast College, resulting from the merger of Lowestoft and Great Yarmouth Colleges has not yet been inspected. The predecessor institutions were judged RI and Good respectively. Although the campus in Great Yarmouth continues to operate as before, the college location is now formally in Suffolk.
- 4.6 Furthermore, continued volatility in this sector, much of which operates as a market, has resulted in the loss of provision through the closure of work based learning providers. A small number of sixth forms have also closed and many school sixth forms have reduced the range of subjects they offer. Availability of training provision for young people continues to be a challenge in some areas.

5. Proposal

- 5.1 Norfolk County Council should continue to adopt a proactive approach to the development of an Education Landscape the services all children well. The aim of this approach should continue to be to establish the right conditions for strong and sustainable institutions with high standards of achievement for **all** pupils
- 5.2 To amend the approach adopted in 2015 as follows:
- Use every opportunity to achieve a locally coherent organisation of schools by working closely with the Regional Schools Commissioner, local partners and communities.
 - Promote the development of school groupings with single governance that can provide school to school support through sufficient resilience and size. Norfolk should mirror the national approach, where 1500 pupils on role across a number of schools within the group is deemed a desirable minimum.
- 5.3 To ensure that wherever possible, new schools are commissioned as all through primary schools with a minimum of two forms of entry and secondary schools as 11-16 schools with six forms of entry.
- 5.4 To consider these school sizes - 420 place primary (5-11) and 900+ place secondary (11-16) schools) - to be the desirable model, where Norfolk County Council invests considerable capital to support other school organisation changes.
- 5.5 To uphold as far as possible the 'presumption against closure' set out in national guidance
- 5.6 To establish as a minimum size of 105 for any school or standalone school site within the mainstream sector, where school organisation changes are promoted in a local area
- 5.7 To establish all through primary education as the model for primary phase schools, where school organisation changes are promoted in an area.

6. Methodology

- 6.1 Norfolk County Council is well placed to take a lead role in developing the education landscape in partnership with the Regional Schools Commissioner and other partners in the education system. The LA functions in relation to place planning and ensuring sufficiency should result in strong advocacy to ensure that all changes proposed increase coherence and the chance for every young person to have a good educational experience throughout their learning journey.
- 6.2 Officers should work pro-actively with the Regional Schools Commissioners office, so that any directive academy orders take full account of the local education landscape, and school organisation considerations.

- 6.3 As outlined above, Norfolk County Council sometimes takes the role of 'proposer' and sometimes will be a consultee, where a Multi Academy Trust proposes one or more significant changes, which are subsequently decided upon by the Regional Schools Commissioner. Therefore, officers will need to adopt a position in line with the aims outlined above in responding to such proposals. This may include either advocating for or against a single proposal. A third option should be considered, where the proposed changes have wider implications within the education landscape and could affect other providers. In such cases, Education Officers should explore the opportunities for a wider proposal of change that would lead to improved provision in a particular area. The evaluation of the merits of such a case should take into account:
1. *The quality of education provided currently*
 2. *Sufficiency and Place Planning considerations*
 3. *The quality of education provided over time*
 4. *How far the current structure meets the criteria outlined above*
 5. *Overall value for money in relation to public expenditure, including transport implications*
- 6.4 Wherever possible, an area based approach should also be adopted as part of any changes proposed by Norfolk County Council, which may be developed on the basis of:
1. *Sufficiency and Place Planning considerations*
 2. *Requests by governing boards of LA maintained schools to consider the future of their school*
 3. *The quality of education provided over time, where other interventions have not resulted in sustainably good or better schools*
- 6.5 All proposals should be developed in line with established and agreed processes that adhere to the statutory guidance in relation to school organisation. Officers will work with the Regional Schools Commissioner and the Education Skills Funding Agency to advocate that consultation processes required for their decision making achieve a level of stakeholder involvement at least similar to that of LA led processes.
- 6.6 Current decision making processes allow for this methodology through:
- Developing a business case through an officer group (currently called Education Planning Infrastructure Group – EPIG)
 - Delegated decision making with member involvement through Capital Priorities Group
 - School Organisation Processes in line with statutory guidance as agreed by Children's Services Committee in 2014
- 6.7 Officers should continue to work towards securing sufficient sites for the anticipated demand as set out in the Local Growth and Investment Plan. In light of the challenges in relation to housing development outside of local plans and likely need for newly commissioned specialist provision, the (alternative) educational use of existing sites is already considered routinely. An application to utilise the proceeds of any site disposal within a wider change proposal for a local area should equally become routine practice.
- 6.8 In the post 16 sector, the current trend towards larger, more centralised provision continues. This facilitates the development of a more sustainable offer with specialisation required for higher levels as advocated by the strategic economic plan. However, it also presents a considerable challenge in relation to transport. Norfolk County Council should seize the opportunity presented by the Area Based Review to consider opportunities for an affordable universal transport offer to learners aged 16-19 developed together with Suffolk County Council, Colleges, Work Based Learning Providers and other partners.
- 6.9 Furthermore, a more centralised offer, combined with more localised provision for academy level 3 courses (A-Level in school sixth forms) also presents a systematic (geographic) disadvantage to those seeking vocational provision or with lower attainment.
- 6.10 Officers should continue to utilise a partnership approach, including through the Education and Training Strategy Group to address the current issues in the post 16 sector. Formal interventions in post 16 institutions (other than school sixth forms) are led

by the Department for Education through its key agencies. Norfolk County Council should seek to strengthen its strategic relationship with the FE Commissioner and the Education and Skills Funding Agency to develop a co-ordinated approach to challenge and support.

7. Financial Implications

The financial implications of the necessary capital investment and funding sources are outlined in the committee paper on the Schools' Capital Programme 2017-2020. The approach described will be facilitated using current resources within the Education Participation, Infrastructure and Partnership Service.

8. Issues, risks and innovation

Many of the key issues and risks are outlined as part of the papers. They include

- Risk of further fragmentation of the education system
- Deterioration of quality of education in schools undergoing a significant change
- Lack of improvement in schools that have been through a significant change
- Lack of long term sustainable leadership
- Insufficient capacity of LA officers to support an increased number or significant changes to education landscape

9. Background

Recent **committee papers on this topic include:**

May 2015 Children's Services Committee papers

<http://norfolkcc.cmis.uk.com/norfolkcc/Meetings/tabid/70/ctl/ViewMeetingPublic/mid/397/Meeting/317/Committee/8/Default.aspx>

November 2015 Children's Services Committee papers

<http://norfolkcc.cmis.uk.com/norfolkcc/Meetings/tabid/70/ctl/ViewMeetingPublic/mid/397/Meeting/355/Committee/8/Default.aspx>

May 2016 Children's Services Committee papers

<http://norfolkcc.cmis.uk.com/norfolkcc/Meetings/tabid/70/ctl/ViewMeetingPublic/mid/397/Meeting/461/Committee/8/Default.aspx>

June 2016 Children's Services Committee papers

<http://norfolkcc.cmis.uk.com/norfolkcc/Meetings/tabid/70/ctl/ViewMeetingPublic/mid/397/Meeting/462/Committee/8/Default.aspx>

Consultation on changes to early years funding August 2016

<https://consult.education.gov.uk/early-years-funding/eynff>

Structural developments in the Educational System – September 2016

<http://norfolkcc.cmis.uk.com/norfolkcc/Meetings/tabid/70/ctl/ViewMeetingPublic/mid/397/Meeting/463/Committee/8/Default.aspx>

Officer Contact

If you have any questions about matters contained or want to see copies of any assessments, eg equality impact assessment, please get in touch with:

If you have any questions about matters contained in this paper please get in touch with:

Officer Name: Sebastian Gasse **Tel No:** 01603 307714

Email address: sebastian.gasse@norfolk.gov.uk



If you need this report in large print, audio, Braille, alternative format or in a different language please contact 0344 800 8020 or 0344 800 8011 (textphone) and we will do our best to help.

ANNEX 1 – Types of Governance

	<i>Schools funded (maintained) by the Government via the Local Authority sometimes known as 'maintained schools'</i>				<i>Schools funded (maintained) by the Government via the Education Skills Funding Agency</i>	
	Community School	Voluntary Controlled School	Voluntary Aided School	Other Foundation School	Academy School ¹	Free School²
Governance	Governing Board	Governing Board with minority of Governors appointed by a Foundation Trust	Governing Board with majority of Governors appointed by a Foundation Trust	Governing Board with majority of Governors appointed by a Foundation Trust	Academy Trust	Academy Trust
Funding formula ³	Local Authority in consultation with Norfolk Schools Forum	Local Authority in consultation with Norfolk Schools Forum	Local Authority in consultation with Norfolk Schools Forum	Local Authority in consultation with Norfolk Schools Forum	Local Authority in consultation with Norfolk Schools Forum	Local Authority in consultation with Norfolk Schools Forum
Funded by	Government via Local Authority and, for Post 16, Education Skills Funding Agency	Government via Local Authority and, for Post 16, Education Skills Funding Agency	Government via Local Authority and, for Post 16, Education Skills Funding Agency	Government via Local Authority and, for Post 16, Education Skills Funding Agency	Government via Education Skills Funding Agency and, for high needs, Local Authority	Government via Education Skills Funding Agency and, for high needs, Local Authority
Formal Intervention	Local Authority or DfE Regional Schools Commissioner	Local Authority or DfE Regional Schools Commissioner with involvement of Diocese	Local Authority or DfE Regional Schools Commissioner with involvement of Diocese	Local Authority or DfE Regional Schools Commissioner with involvement of Trust	DfE Regional Schools Commissioner	DfE Regional Schools Commissioner
Inspection	Ofsted	Ofsted	Ofsted	Ofsted	Ofsted	Ofsted
Land ownership	Local Authority	Local Authority or other arrangements	Can vary - Foundation Trust for buildings and Local Authority for playing fields	Can vary - Foundation Trust for buildings and Local Authority for playing fields	Local Authority with 125 year lease or Academy Trust if land not previously owned by Local Authority	Academy Trust, DfE or Local Authority
Employer of staff	Governors via Local Authority	Governors via Local Authority	Governors	Governors	Academy Trust	Academy Trust
Sufficiency of pupil places	Planned and funded by Local authority and admissions coordinated by Local Authority	Planned and funded by Local authority and admissions coordinated by Local Authority	Planned and funded by Local authority and admissions coordinated by Local Authority	Planned and funded by Local authority and admissions coordinated by Local Authority	Planned and funded by Local authority and admissions coordinated by Local Authority	Planned and funded by Local authority and admissions coordinated by Local Authority
Admissions authority	Local Authority	Local Authority	Governors	Governors	Academy Trust	Academy Trust

¹ including University Technical Colleges and Studio Schools

² a type of Academy School

³ Consultation on a National Funding Formula is underway

Annex 2 - Table 1

Phase	Academy	Foundation Special	Community	Foundation	Voluntary Aided	Voluntary Controlled	Total
All Through	1	0	1	0	0	0	2
Alternative Provision	2	0	0	0	0	0	2
Nursery	0	0	3	0	0	0	3
Primary	133	0	120	19	38	42	352
Secondary	45	0	5	1	1	0	52
Special	2	10	0	0	0	0	12
Total	183	10	129	20	39	42	423
Percentage (rounded)	43.3%	2.4%	30.4%	4.8%	9.2%	9.9%	

ANNEX 2 - Table 2: Academy Trusts in Norfolk (31 + 6)

Academy Trusts	Types and Numbers of Schools					Total Number of Institutions
	All through	Alternative Provision	Primary	Secondary	Complex Needs	
Academy Transformation Trust	1			1		2
Ad Meliora Academies Trust			3			3
Apollo Academies Trust			1			1
Cherry Tree Academy Trust			2			2
Clarion Academy Trust			1	1		2
Consortium Trust			1			1
Co-Operative Education East Academy Trust			3			3
CORVUS Education Trust			3			3
Creative Education Trust			3	2		5
Diocese of Ely Multi Academy Trust			12			12
Diocese of Norwich Multi Academy Trust			28	1		29
East Anglia Schools Trust			2			2
Eastern Multi-Academy Trust			9	3		12
Engage Trust		2				2
Evolution Academy Trust			5			5
IE Trust			1	2		3
Inclusive Schools Trust			3			3
Inspiration Trust			5	7		12
Mid Norfolk Academies Trust				1		1
North Norfolk Academy Trust			2	2		4
Ormiston Academies Trust			2	4		6
Right for Success Trust			4	1	1	6
Sapientia Education Trust			7	1		8

St John the Baptist Multi-Academy Trust			3	1		4
Synergy Academy Trust			5	1		6
The Heart Education Trust			4			4
Transforming Education in Norfolk			1	5		6
Wensum Academy Trust			7	3		10
West Norfolk Academy			7	4		11
Unity Education Trust			4	1		5
Yare Education Trust			3	1		4
*Convertors			2	3	1	6
	1	2	133	45	2	183

*Convertor Academies are Diss High School, Taverham High School, Flegg High School, St Mary's CE Junior, The Free School Norwich, The Wherry School

Sir Isaac Newton Post 16 part of Inspiration trust, not included in figures above

ANNEX 2 - Table 3: Federations in Norfolk (29)

Name of Federation	Federated Schools	No. of Institutions
The Angel Road Schools Federation	Angel Road Junior School Angel Road Infant School	2
The Pilgrim Federation	Kelling CE Primary School Blakeney CE VA Primary School Hindringham CE VC Primary School Walsingham CE VA Primary School	4
Diss Community and Church Schools Federation	Diss CE VC Junior School Diss Infant & Nursery School with Childrens Centre	2
The Coastal Federation	Bacton Community Primary School Mundesley Infant School Mundesley Junior School	3
Swallowtail Federation	Catfield CE VC Primary School Hickling CE VC Primary School Sutton CE VC Primary School	3
The Great Ellingham and Rocklands Schools Federation	Great Ellingham Primary School Rocklands Community Primary School	2
Loddon Primary Schools Federation	Loddon Infant & Nursery School Loddon Junior School	2
The Dove Federation	Caston CE VA Primary School Parker's CE VC Primary School	2
Bridges Federation	St German's Primary School Magdalen Village School Wimbotsham & Stow Community School	3
Blue Sky Federation	Erpingham VC Primary School Northrepps Primary School	2
Tacolneston and Morley C of E Federation	Tacolneston CE Primary School Morley CE VA Primary School	2
Aylsham Learning Federation (partnered with John of Gaunt Infant & Nursery School)	Aylsham High School Bure Valley Primary School John of Gaunt Infant & Nursery School)	3
Windmill Federation	Tilney St Lawrence Community Primary School Walpole Highway Community Primary School	4

	Terrington St John Primary School West Walton Community Primary School	
All Angels Federation	Clover Hill VA Infant & Nursery School St Michaels CE VA Junior School	2
Ellingham & Woodton Primary Schools Federation	Ellingham CE VC Primary School Woodton Primary School	2
The Cantley and Horning Schools Federation	Cantley primary School Horning Community Primary School	2
North Walsham Infant and North Walsham Junior Federation	North Walsham Infant School and Nursery North Walsham Junior School	2
Salhouse and Neatishead Federation	Salhouse CE VC Primary School Neatishead VC Primary School	2
Hevingham and Marsham Primary Schools Federation	Hevingham Primary School Marsham Primary School	2
All Saints, Hapton and St Andrews Federation	All Saints CE VA Primary, Winfarthing St Andrew's Lopham CE VA Primary School Hapton C of E VA Primary School	3
The Ormesby Village Schools Federation	Ormesby Village Junior School Ormesby Village Infant School	2
Dragonfly Federation	East Ruston Area Community Infant School Stalham Community Infant School	2
St Mary Federation	Brancaster CE VA Primary School Sedgeford Primary School Docking CE Primary School & Nursery	3
Shelton with Hardwick & Hempnall Primary Schools Federation	Hempnall Primary School Shelton with Hardwick Community School	2
Highgate St James Federation	Highgate Infant School King's Lynn Nursery	2
Harnser Federation	Frettenham Primary Partnership School Hainford Primary Partnership School St. Faiths CE VC Primary School	3
Old Catton & White Woman Lane Junior Schools Federation	Old Catton CE Junior School White Woman Lane Junior School	2
Great Massingham and Harpley C of E Primary Schools	Great Massingham CE Primary School Harpley CE VC Primary School	2
Toftwood Infant and Junior School Federation	Toftwood Infant School Toftwood Community Junior School	2

ANNEX 2 - Table 4: Other Trusts in Norfolk (3)

Name of Trust	Schools	No. of Institutions
Acorn Co-operative Learning Alliance	Banham Community Primary School Bressingham Primary School East Harling Primary School & Nursery Old Buckenham Community Primary School Bunwell Primary School Kenninghall Primary School	6
Aylsham Trust	Aylsham High School Aldborough Primary School Bure Valley School Buxton Primary School Colby Primary School Erpingham VC Primary School John of Gaunt Infant & Nursery School St Michaels CE VC Nursery & Infant School	8
Trust Norfolk - SEN	Chapel Road School	10

	Churchill Park School The Clare School Fred Nicholson School Harford Manor School John Grant School Sheringham Woodfields School Sidestrand Hall School Hall School The Parkside School	
--	---	--

ANNEX 2 - Table 5: Other Headteacher Partnerships in Norfolk (6)

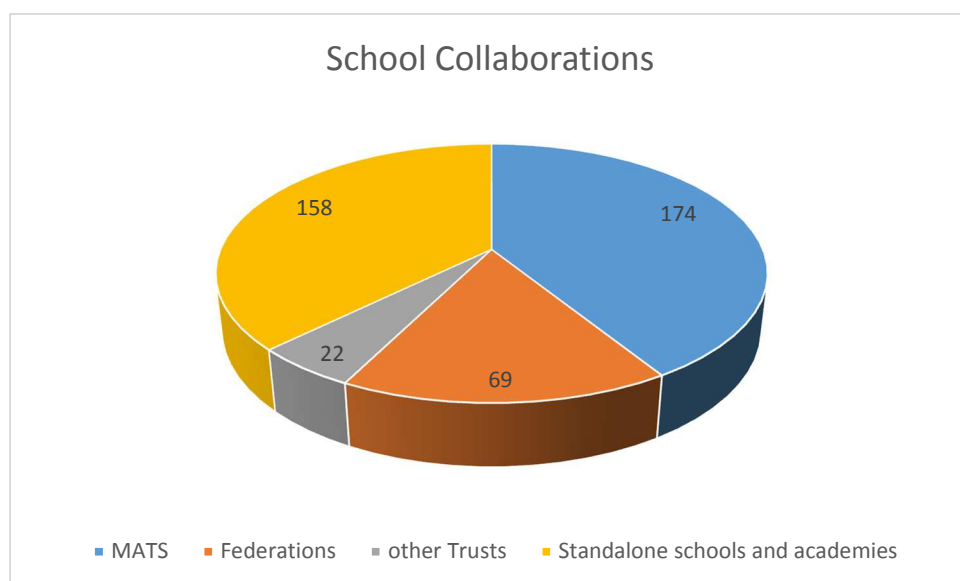
Partnerships	No. of Institutions
Freethorpe Community Primary School Fleggburgh CE VC Primary School	2
Preston CE VC Primary School Saxlingham Nethergate CE VC Primary	2
North Elmham VC Primary School All Saints CE VA Primary School	2
Coltishall Primary School Swanton Abbott Community Primary School	2
Flitcham Church Of England Primary Academy Sandringham & West Newton CE VA Primary School	2
Gayton CE VC Primary School Middleton Church of England Primary Academy	2

ANNEX 3 - Table 1

	Partnerships	Other Trusts	Federations	Academy Trusts
Number	6	3	29	31 MATs 6 Converters
Number of Schools	*12	**24	69	183

* includes 7 schools, that are also part of academy trusts or federations

** includes 1 federation of two schools also included in the number for federations



ANNEX 4

Post 16 Area Review

In July 2015 the government announced a rolling programme of local area reviews to be completed by March 2017, covering all general FE and sixth form colleges in England. The reviews were designed to ensure that colleges are financially stable in the longer term that they run efficiently, and are well positioned to meet the present and future needs of individual students and employers.

The area review for Norfolk took place during the period December 2016 – March 2017 and involved colleges based across the NALEP area.

A parallel process involving apprenticeship providers, Adult Education providers, school sixth forms and district councils was organised by Norfolk and Suffolk County Councils. This process provided an opportunity for each group to respond to key questions around accessibility, sustainability and the effectiveness of colleges. The feedback from each group was fed into the Area Review steering group and as mentioned in the final report will be utilised in collaborative work around key agendas such as the future use of the Adult Education Budget. The final report containing the recommendations was published in August⁴

Recommendations agreed by the steering group

Twelve recommendations were agreed by the steering group at their meeting in March 2017. These were:

- 1 College of West Anglia to remain as a stand-alone college, focusing on rapid quality improvement across all campuses.
- 2 A merger between City College Norwich and Paston Sixth Form College by December 2017 to ensure the continuation of a broad learning offer in North Norfolk to meet local needs.
- 3 The planned merger between Great Yarmouth College and Lowestoft College to be completed in 2017 to form East Coast College, with Lowestoft Sixth Form College joining the merged college in 2018. The new college should work collaboratively with East Norfolk Sixth Form College to ensure that a coherent offer with progression routes to higher level technical and professional learning is made available to all local students across Lowestoft and Great Yarmouth.
- 4 East Norfolk Sixth Form College to explore academisation or remain as a stand-alone sixth-form college, making a decision by September 2017. They should work collaboratively with East Coast College to ensure that a coherent offer with progression routes to higher level technical and professional learning is available to all local students.
- 5 Easton and Otley College to remain as a stand-alone college, developing the land-based specialist offer to meet the needs of learners and employers and working on reducing costs to meet benchmarks and develop greater financial resilience.
- 6 Suffolk New College to remain as a stand-alone general FE college, focusing on quality improvement and further developing the curriculum offer to meet the needs of learners and employers.
- 7 West Suffolk College to remain as a stand-alone general FE college, focusing on the continued development of the offer to meet the needs of learners and employers. The college will further develop the Suffolk Academy Trust through work with local schools to establish a 16-19 free school, providing a coherent, high quality A level offer for learners in West Suffolk.
- 8 Norfolk and Suffolk County Councils to provide colleges with information on the needs of SEND students in the future to support planning of new provision to meet the specialist needs of learners.

⁴ <https://www.gov.uk/government/publications/norfolk-and-suffolk-further-education-area-review-report>

- 9 New Anglia Colleges Group to continue to work collaboratively to develop the higher education, adult and SEND offer across the area to provide coherent pathways and routes into sustainable employment for adults and those with additional needs.
- 10 New Anglia LEP, Norfolk and Suffolk County Councils and the colleges to explore options to plan and publicise travel arrangements that will support the development and delivery of curriculum in priority areas, the interests of efficiency and the best possible service for students.
- 11 Norfolk and Suffolk County Councils and the New Anglia LEP to work collaboratively to:
 - develop good quality information on local employment, skills needs and key developments that may provide opportunities for learners
 - publish widely including to schools, colleges and other learning providers to support the provision of improved Information, Advice and Guidance to learners
 - work with stakeholders to develop mechanisms to drive student ambitions to access higher level learning opportunities
- 12 The New Anglia LEP, Norfolk County Council and Suffolk County Council to work with colleges to oversee the implementation of area review recommendations and continued curriculum development to meet the needs of the local economy.

It is not yet clear if this will be the remit of the NALEP skills board and how the implementation will be monitored.