

Infrastructure and Development Select Committee

Date: **Friday 23 February 2024**

Time: **10am**

Venue: **Council Chamber, County Hall, Norwich**

Persons attending the meeting are requested to turn off mobile phones.

Membership:

Cllr James Bensly (Chair)
Cllr Vic Thomson (Vice Chair)

Cllr David Bills
Cllr Claire Bowes
Cllr Chris Dawson
Cllr Jim Moriarty
Cllr Rob Colwell
Cllr William Richmond

Cllr Catherine Rowett
Cllr Chrissie Rumsby
Cllr Robert Savage
Cllr Tony White
Cllr Martin Wilby

**For further details and general enquiries about this Agenda please contact the
Committee Services Officer, Nicola Ledain:
email committees@norfolk.gov.uk**

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Advice for members of the public:

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It will be live streamed on YouTube and members of the public may watch remotely by clicking on the following link: [Norfolk County Council YouTube](#)

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Current practice for respiratory infections requests that we still ask everyone attending to maintain good hand and respiratory hygiene and, at times of high prevalence and in busy areas, please consider wearing a face covering.

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A g e n d a

1 To receive apologies and details of any substitute members attending

2 Minutes

To confirm the minutes of the meeting held on 17 January 2024.

Page 5

3 Members to Declare any Interests

If you have a **Disclosable Pecuniary Interest** in a matter to be considered at the meeting and that interest is on your Register of Interests you must not speak or vote on the matter.

If you have a **Disclosable Pecuniary Interest** in a matter to be considered at the meeting and that interest is not on your Register of Interests you must declare that interest at the meeting and not speak or vote on the matter

In either case you may remain in the room where the meeting is taking place. If you consider that it would be inappropriate in the circumstances to remain in the room, you may leave the room while the matter is dealt with.

If you do not have a Disclosable Pecuniary Interest you may nevertheless have an **Other Interest** in a matter to be discussed if it affects, to a greater extent than others in your division

- Your wellbeing or financial position, or
- that of your family or close friends
- Any body -
 - Exercising functions of a public nature.
 - Directed to charitable purposes; or
 - One of whose principal purposes includes the influence of public opinion or policy (including any political party or trade union);

Of which you are in a position of general control or management.

If that is the case then you must declare such an interest but can speak and vote on the matter.

4 To receive any items of business which the Chairman decides should be considered as a matter of urgency

5 Public Question Time

Fifteen minutes for questions from members of the public of which due notice has been given. Please note that all questions must be received by the Committee Team (committees@norfolk.gov.uk) by **5pm Monday 19 February 2024**. For guidance on submitting a public question please visit <https://www.norfolk.gov.uk/what-we-do-and-how-we-work/councillors-meetings-decisions-and-elections/committees-agendas-and-recent-decisions/ask-a-question-to-a-committee>

6 Local Member Issues/Questions

Fifteen minutes for local member to raise issues of concern of which due notice has been given. Please note that all questions must be received by the Committee Team (committees@norfolk.gov.uk) by **5pm Monday 19 February 2024**.

7 Adult Learning Annual Plan

Report by the Interim Executive Director of Community and Environmental Services

Page 9

8 Coastal Erosion and Flooding

Report by the Interim Executive Director of Community and Environmental Services

Page 65

9 Waste Services Review

Report by the Interim Executive Director of Community and Environmental Services

Page 75

10 Supporting Active and Sustainable Travel to School, including School Streets

Report by the Interim Executive Director of Community and Environmental Services

Page 92

11 Forward Work Programme

Report by the Interim Executive Director of Community and Environmental Services

Page 102

Group Meetings:

Conservative	9:15am
Labour	9:00am
Liberal Democrats	9:00am

Tom McCabe
Chief Executive
Norfolk County Council
County Hall
Martineau Lane
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Date Agenda Published: Thursday 15 February 2024



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Infrastructure and Development Select Committee

**Minutes of the Meeting Held on Wednesday 17 January 2024
10.00am, held at County Hall, Norwich**

Present:

Cllr Vic Thomson – Vice Chair

Cllr Claire Bowes
Cllr Chris Dawson
Cllr Graham Carpenter
Cllr Rob Colwell
Cllr Jim Moriarty

Cllr William Richmond
Cllr Catherine Rowett
Cllr Chrissie Rumsby
Cllr Robert Savage
Cllr Tony White

Also Present:

Cllr Eric Vardy Cabinet Member for Environment and Waste

Also Present:

Al Collier	Director of Procurement and Sustainability, CES
Jan Feeney	Employment and Skills Manager, CES
Jon Franklin	Strategy, Intelligence and Resourcing Manager, CES
Martin Horlock	Specialist Advice Manager, CES
Nicola Ledain	Committee Officer, Democratic Services
Tom McCabe	Chief Executive, Norfolk County Council
Steve Miller	Director of Community, Culture and Heritage, CES
Sarah Rhoden	Director of Community Information and Learning, CES
Matt Tracey	Growth and Infrastructure Group Manager, CES
Laura Waters	Strategic Planning Team Manager, CES

1. Apologies and substitutions

- 1.1 Apologies received from Cllr James Bensly, substituted by Cllr Graham Carpenter.
- 1.2 Due to the apologies received by the Chair, Cllr James Bensly, a Vice Chair was elected for the meeting. Cllr Martin Wilby was duly elected.

2. Minutes

- 2.1 The minutes of the meeting held on Wednesday 15 November 2023 were agreed as a true record and signed by the Chair.

3. Declarations of Interest

- 3.1 There were no interests declared.

4. Items of Urgent Business

4.1 There were no items of urgent business.

5. Public Question Time

5.1 There were no public questions received.

6. Local Member Issues / Questions

6.1 There was one question submitted from Cllr Julie Brociek-Coulton, and the response is attached at appendix A.

6.2 Cllr Rumsby, on behalf of Cllr Brociek-Coulton, stated that the scheme in Devon had been running since 2015 and it was important that this was recognised in the response. The Chair agreed to highlight that to the Officers.

7. Climate Action Plans Tranche 2

7.1 The committee received the report which proposed the second tranche of actions for the committee's review, following endorsement of the first tranche of climate actions by Cabinet in October. The second tranche of actions covered initiatives relating to energy, the green economy, and waste and the circular economy.

7.2 Cabinet Member Cllr Eric Vardy introduced the report.

7.3 Members commented that the initiatives and plans could be bolder and more ambitious. There was concern that if not enough was done now, NCC would be playing catch up. Officers explained that the new climate policy that had been endorsed by Corporate Select Committee in January 2024 and there was revised countrywide targets which would align with national trajectory of reducing carbon emissions by 78% by 2035 compared to 1990 baseline, which was an ambitious target.

7.4 Members congratulated the officers on an impressive document which contained many important initiatives. Members asked, with regards to the constraints on the national grid and the objective for Nationally Significant Infrastructure Projects (NSIP's) bringing socio-economic benefits, did this mean that the benefits overrode the damage caused to the environment by building the NSIP's. Officers explained that objectives one and six in the report should be taken in consideration with one another. Whilst the first objective stated that the maximum socio-economic benefits were wanted and would be encouraged, objective six stated that NCC would continue to use their powers to lobby and as a statutory consultee respond to applications to ensure that those NSIP's were built in the least intrusive way. It was also noted that if the projects were not realised, it would impact the decarbonisation targets.

7.5 The Cabinet Member reminded the committee that additional actions and initiatives could be added to the action plan if the committee felt it necessary and it was not exclusive to what was already included. He added that the existing strategies helped address climate change within the capabilities of the council.

7.6 The committee heard that a recent piece of work had been undertaken by Gemserv, who had been commissioned to help understand the green skills needs of the county. This research was now being used and was feeding into conversations with course and education providers, helping them to understand the level of needs and helping

them to make their courses and activities greener. Green champions were also being introduced amongst those providers to help share good practice and to ensure that the needs were being met where they needed to be.

- 7.7 Officers were currently coordinating tranche three actions which would be put on the forward plans for the committee's review shortly, and all three action plan tranches would be brought together as a single list and updated for consideration by the committee in Autumn 2024. Members encouraged officers to report to committee as soon as possible and were keen to see the tranche three action plan.
- 7.8 Members asked if making the targets measurable was possible to highlight at what stage actions were at. Officers explained that Innovate UK were currently carrying out a pilot with Cambridgeshire County Council to create a framework in which the local area contribution to the national net zero commitment could be quantified which will hopefully produce a template approach which Norfolk could utilise.
- 7.9 Having reviewed and commented on the second tranche of actions, the committee **RESOLVED** to endorse the actions to progress to Cabinet.

8. Local Nature Recovery Strategy, Biodiversity Net Gain and Pollinator Action Plan

- 8.1 The Committee received the report which would help NCC achieve key outcomes for the Council's Climate Strategy and the County Council's key priorities by increasing biodiversity and helping the environment be more resilient to climate change for the benefit of wildlife, people, and the economy.
- 8.2 Engagement with residents and town and parish councils was key in achieving the strategy. It was acknowledged that there was some really good work already being carried out in the community. In response to a suggestion of a mapping exercise to identify groups which were active, Officers reported that there was a community directory which listed those groups. There was also an annual biodiversity awards scheme which acknowledged the hard work of community groups, and this would continue.
- 8.3 The recruitment process for the Local Nature Recovery Strategy Manager had begun. The Biodiversity Officer was initially being funded from the short-term funding from Government. It was hoped that within 2-3 years it would become cost neutral.
- 8.4 The committee heard that the Norfolk Strategic Planners Group considered Biodiversity Net Gain on a regular basis. This group involved Norfolk County Council, representatives from District Councils and Broads Authority.
- 8.5 Officers reported that they were in the early stages of investigating selling biodiversity credits by assessing the market demand.
- 8.6 The recently approved Glyphosate Policy which aims to reduce the amount of Glyphosate used in the county worked alongside the pollinator action plan. The Cabinet Member explained that although the policy was currently to reduce the amount of Glyphosate used, he was aware that a suitable replacement was being researched and it was hoped that in time Glyphosate would be eliminated in favour of a more suitable and more manageable replacement.

8.7 Having reviewed and commented on the report, and in particular Norfolk County Council's role as a Responsible Authority for Biodiversity Net Gain and their role in providing new habitats which could be counted as biodiversity net gain, the Select Committee **RESOLVED to:**

1. Note the timescale to produce the Local Nature Recovery Strategy
2. Note that an environment strategy will be produced in 2024 that may outline potential for biodiversity net gain uplift as a matter of policy beyond the statutory minimum
3. Support the adoption of the Pollinator Action Plan by the Council

9. Forward Work Programme

- 9.1 The committee received the report by the Interim Executive Director of Community and Environmental Services, which set out the Forward Work Programme for the committee to enable the Committee to review and shape.
- 9.2 Members asked if the Climate Action Plans Tranche Three could come to committee as soon as possible.
- 9.3 The Select Committee **agreed** the Forward Work Programme for the Select Committee, as set out in Appendix A.

The meeting closed at 11.05am

James Bensly, Chair



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Infrastructure and Development Select Committee

Item No: 7

Report Title: Adult Learning Annual Plan

Date of Meeting: 23 February 2024

Responsible Cabinet Member: Cllr Margaret Dewsbury (Cabinet Member for Communities & Partnerships)

Responsible Director: Grahame Bygrave (Interim Executive Director, Community & Environmental Services)

Executive Summary

The Adult Learning service is externally funded by the Department for Education and tuition fee income. The service's total income is £5.3 million per academic year, and it earns this income by delivering qualifications, apprenticeships, non-accredited learning programmes and self-financed personal development courses to adult residents in Norfolk.

In the 2022-23 academic year the service was highly successful in meeting the needs of residents, increasing the recruitment of individual learners by 50% from 4,181 in 2021-22 to 6,000. The service also smashed its funding target, earning 106.8% of target and thus bringing an additional £258,926 of funding into Norfolk.

The service was inspected by Ofsted in November 2023, and inspectors recognised the service's robust approach to delivery in Norfolk: *"Leaders are ambitious for adults and apprentices in the region. They have formed highly effective partnerships with local stakeholders to design the curriculum. Leaders consider pathways to ensure that courses provide routes into employment and design inclusive courses with flexible delivery models that meet the needs of the local community."*

Adult Learning's community-based vision, delivering learning both in 130 venues across Norfolk and online, plays a central role in the service's success in meeting resident needs. Around 63% of the service's courses are classroom-based and the remainder are delivered online. Ofsted confirmed that *"Learners appreciate the vast number of community venues that the service uses because they can access learning locally, including online, and this widens participation in Norfolk."*

This Annual Plan sets out the service's vision **'Changing lives through inspirational learning with exceptional support'** and clearly links service delivery

to Norfolk's strategic objectives, as detailed in the Better Together, for Norfolk Strategy 2021-25. Adult Learning's proposed key priorities are the same as Norfolk's key priorities:

In the 2024-25 academic year, Adult Learning will:

- **Enable** a vibrant and sustainable economy.
- **Support** better opportunities for children and young people.
- **Empower** individuals to live healthy, fulfilling and independent lives.
- **Strengthen** communities.
- **Enable** the development of a greener, more resilient future.

This paper sets out how the service's proposed strategic and operational activities contribute to Norfolk's priorities.

Actions Required:

The Select Committee is asked to:

- 1. Note the Adult Learning service's exceptional performance and contribution to Norfolk priorities.**
- 2. Consider and comment on the Adult Learning Annual Plan for 2024-25, in advance of a Cabinet decision on 4th March 2024.**

1. Background and Purpose

- 1.1 The Adult Learning service is an Ofsted-rated 'Good' (November 2023) Further Education Adult and Community Education service, that is externally funded through grant funding from the Department for Education and tuition fee income.
- 1.2 With a total income of **£5,306,569** in the 2022-23 academic year (August 1st 2022-July 31st 2023), the service is one of the largest adult education services in the country, the largest adult education provider in Norfolk, and is cost neutral to the Council.

The service earns its external funding and tuition fee income through the delivery of careers information, advice, and guidance; teaching, learning and assessment; as well as learner and learning support activities, with **6,000** individual adult (19+) learners and **12,579** adult (19+) learner registrations, delivering courses in over **130** community venues and online across Norfolk.

Appendix A provides detailed information on Adult Learning's Income and Financial Management.

- 1.3 The 2022-23 academic year was a highly successful year for the service, with the service's community-based vision really beginning to show success in terms of the service's reach to Norfolk residents and the delivery of a high-quality service.

In the 2022-23 academic year, Adult Learning successfully secured a significant increase in the number of individual learners it worked with, from 4,181 in 2021-22 to 6,000 in 2022-23 – **a 50% increase in one year**.

In addition, Adult Learning increased the number of learner registrations from 9,956 in 2021-22 to 12,579 in 2022-23 – **a 25% increase in one year**. This demonstrates the highly effective way in which the service is encouraging its learners to take up more than one course with the service.

The service earns its income by recruiting and securing positive outcomes for learners.

- ❖ In 2021-22 the service achieved **102.86%** of its Adult Education Budget funding contract target, bringing in an additional **£111,290** of funding to the county.
- ❖ The service's very strong performance in the 2022-23 academic year saw a further increase in Adult Education Budget funding drawdown, as the service achieved **106.8%** of its contract value, with an additional **£258,926** of funding earned for Norfolk. This provides evidence that the service is pushing the boundaries and using its funding fully to maximise delivery to Norfolk residents.

Currently around **63% of courses are classroom-based, with 37% delivered online**, and this continues to meet the needs of learners who live in rural communities and/or who have challenges in getting to classroom venues, perhaps due to caring responsibilities, work shift patterns or because they have a disability. In addition, many learners can access synchronous delivery options, with classes where some of our learners are in a physical venue, while other class members attend online. The service is trailblazing in this area of its work.

The service proactively targets and provides opportunities for residents who are the furthest from education and training. In the 2022-23 academic year, **39%** of learners attending qualification programmes – over **47%** of learners in English, maths and English for Speakers of Other Languages (ESOL) - were from the 30% most deprived areas of Norfolk. In non-qualification programmes the proportion was **36%**. Overall, **2,250** learners were from the 30% most deprived wards.

Data that analyses learners' next steps provides evidence of the positive impact Adult Learning has on Norfolk residents. In a survey conducted by an external research organisation two months after the end of the 2022-23

academic year, **42% of learners were in employment and 45% were continuing in education** (39% continuing with Adult Learning and the rest with other Further Education or Higher Education institutions). 53% of the learners who joined the service in 2022-23 at the lowest qualification level – entry level – have progressed onto further learning with Adult Learning this year.

- 1.4 The Adult Learning service was inspected by **Ofsted** in November 2023 and was judged to be **Good** across all inspection themes.

The following direct quotes from the report provide a flavour of the feedback from the Ofsted inspection team:

- ❖ *“Leaders are ambitious for adults and apprentices in the region. They have formed highly effective partnerships with local stakeholders to design the curriculum.”*
- ❖ *“Leaders consider pathways to ensure that courses provide routes into employment and design inclusive courses with flexible delivery models that meet the needs of the local community.”*
- ❖ *“Adult learners and apprentices are enthusiastic, highly motivated and committed to their studies. They have clear plans for their future careers. Almost all plan to use their learning to improve their economic prospects or quality of life.”*
- ❖ *“Adult Learning aims to ensure that learning is accessible to residents in the region, including those who are furthest from education.”*
- ❖ *“Learners who struggle with mobility, social isolation and financial hardship can access programmes that meet their needs.”*
- ❖ *“Tutors ensure that learning takes place in a calm, encouraging and supportive environment and use their experience and expertise to enhance the learning and skills development for learners and apprentices.”*
- ❖ *“Learners and apprentices develop a secure understanding of British values and appreciate their importance. Adult learners benefit from course-related safeguarding and develop an understanding of radicalisation and can make early identification should it occur.”*

Appendix B is a copy of the Norfolk County Council Adult Learning Ofsted Report following the inspection from 14 to 17 November 2023.

- 1.5 The service continues to play an important role nationally as a leader in the Adult Community Education sector and this has a significant impact on the quality of delivery to Norfolk residents. In the last 12 months the service has:

- ❖ Participated in a Further Education Commissioner 'Active Support' programme, which focused on Governance, Quality and Curriculum Efficiency and Sustainability.
- ❖ Worked with the Department for Education to develop the future funding methodology for community/tailored learning provision.
- ❖ Taken the lead role in the East of England Local Authority Heads of Service group.

1.6 The service regularly collects feedback and produces case studies that demonstrate the impact of its services on Norfolk residents.

In the 2022-23 academic year, the service received 2,415 feedback survey responses from learners. **92%** of the learners who responded to the survey (**2,222**) said that they enjoyed their course.

Appendix C entitled 'The Impact of Adult Learning' provides direct feedback from our learners, taken from the Learner Survey 2022-23 academic year.

Appendix D provides examples of Learner Impact Stories related to the 2022-23 academic year.

Each year, the service holds an awards ceremony that celebrates the achievements of our learners.



The service's 2022-23 **learner of the year**, Ruby Dagless, started a Marketing Apprenticeship at the age of 17. Her employer, Nurtured in Norfolk (an edible flowers company in Dereham), were so impressed by her progress and the quality of her work that at the age of 18, she was given responsibility for her employer's marketing campaigns.

This is a link to the Adult Learning Learner Awards event 2023:

[Adult Learning Learner Awards 2023 \(youtube.com\)](https://www.youtube.com/watch?v=...)

2. Proposal

2.1 Intent – the Adult Learning Vision 2024-25

Feedback from learners tells us that the central thing that Adult Learning achieves is to change their lives. We, therefore, propose this vision for the service. We feel that it is extremely powerful and enables both staff and residents to immediately see the aspirations that this service aims to achieve.



2.2 Intent – the Adult Learning Annual Plan

The Adult Learning Annual Plan has been reviewed and adjusted based on the latest evidence and insight and outlines how Adult Learning will use its funding and income in the 2024-25 academic year to continue to respond well to the ambition and aspirations of the county, as well as the existing and emerging learning needs of adults in Norfolk, and funding priorities.

In developing this plan, the service has considered external factors, such as changes to national Further Education funding policy from the Department for Education. From the 2024-25 academic year, Adult Education Budget and Free Courses for Jobs funding will be replaced by a new Adult Skills Fund, with non-qualification learning refocused as tailored learning within the wider Adult Skills Fund.

The service's performance and plans place the service in a strong position in relation to the devolution to Norfolk County Council of the Adult Skills Fund (formerly Adult Education Budget) from the 2025-26 academic year, as well as in terms of a robust response to the economic and social needs of the county.

A key focus in the 2024-25 academic year will be to target adult residents who are seeking employment or who are economically inactive and to enable individuals to return to the workplace by providing support and access to new skills, vocational and apprenticeship pathways. The service will also continue to provide support for the health and wellbeing of a wide range of adult residents,

as well as a programme of Independent Living Skills for residents who have a physical disability and/or learning disability or difficulty.

In addition, the curriculum planning process considers national, regional, and local priorities in the Further Education sector, as well as how the service will contribute to Norfolk County Council's strategic objectives, as detailed in Better Together for Norfolk.

In revisiting the Annual Plan, the service has used evidence-based research and extensive partnership working to identify the key drivers for the future delivery of its courses, in particular the county's ambition and aspiration to be high performing, to enjoy economic growth and to protect the environment; as well as to have safe, empowered and connected communities.

2.3 Intent – Adult Learning's Key Priorities and Contribution to Norfolk's priorities for learning and skills in the academic year 2024-25.

This section outlines Adult Learning's key priorities and how they will contribute to the Better Together, for Norfolk Strategy 2021-25.

In the 2024-25 academic year, Adult Learning will:

- **Enable** a vibrant and sustainable economy.
- **Support** better opportunities for children and young people.
- **Empower** individuals to live healthy, fulfilling and independent lives.
- **Strengthen** communities.
- **Enable** the development of a greener, more resilient future.

Appendix E outlines Adult Learning's Key Planning Priorities and Contributions, including how Adult Learning's strategic and operational activities will contribute to Norfolk County Council's strategic priorities as detailed in the Better Together, for Norfolk Strategy 2021-25.

Appendix F is the Adult Learning Plan on a Page for the academic year 2024-25. This document brings together Adult Learning's objectives and priorities for the year, key deliverables, key activities, key risks, vital signs and targets, and key budget headings.

2.4 The service's external income will enable it to deliver a wide-ranging curriculum, including:

- Qualifications from entry level to Level 5 (foundation degree level)
- Apprenticeships
- Non-accredited tailored learning that:
 - Provides opportunities for residents to return to education and progress on to further learning, qualifications and/or employment.

- Enables access to learning, work, and independent lives for residents with disabilities and/or learning difficulties.
- Provides opportunities for parents, guardians, and carers to support children and young people.
- Supports, through learning, the health and wellbeing of our residents.
- A wide range of learning interventions that improve numeracy skills, funded through the county's Multiply grant
- Self-financed creative and personal development courses.

Appendix G outlines the proposed Adult Learning curriculum 2024-25.

2.5 Our community-based vision

Adult Learning is a service focused on accessible, community-based delivery to the residents who most need it. Our Unique Selling Point, across the 130 community venues that we use, as well as online, is that the Adult Learning service:

- ❖ Delivers learning in the heart of Norfolk's communities, both in classrooms and online – we take teaching and learning to Norfolk residents, we don't expect them to come to us.
- ❖ We focus our delivery on the areas that have the highest levels of educational deprivation – across the whole of Norfolk.
- ❖ We provide first step, tailored learning, qualifications, and apprenticeships that provide progression pathways for adult learners who need to build their confidence and motivation, and who need flexible, local delivery – we specialise in responding to the needs of adults and we don't expect adult learners to compromise in how we meet their specific needs.

Ofsted recognised the benefits of our community-based approach. At the final inspection feedback meeting (November 2023), the Lead Inspector said:

"Learners appreciate the vast number of community venues that the service uses because they can access learning locally, including online, and this widens participation in Norfolk."

The service has already demonstrated its ability to use its external funding and income highly effectively to plan both flexible and responsive learning programmes that are delivered in the community and leads the way in our sector with the use of technology in education and the implementation of synchronous delivery.

Appendix H outlines the service's proposed approach to the delivery of its community-based vision.

3. A County Deal for Norfolk

- 3.1 A County Deal for Norfolk would provide significant opportunities for the service. At present, funding is provided by Government to deliver against nationally set outcomes and priorities. In a County Deal, the funding would be devolved to the County Council (from August 2025 onwards) and there would be flexibility to create a local approach, to meet local needs. The Adult Learning Service would be involved in shaping these priorities, which means better tailoring of activity so that the service can deliver what Norfolk needs.

4. Impact of the Proposal

- 4.1 The Adult Learning Annual Plan will enable the Council to use its external funding and tuition fee income to deliver the learning outcomes outlined in this proposal.

The Adult Learning service will use the success measures identified in its Key Priorities and Contribution to Norfolk's Priorities document (**see Appendix E**), its Plan on a Page (**see Appendix F**) and its self-assessment process to measure the impact of the proposed Adult Learning Annual Plan.

5. Financial Implications

- 5.1 Adult Learning is externally funded through the Department for Education, student loans and tuition fee income and is financially self-sustainable.

The growth of the service's programmes, together with successful applications for additional funding, will allow for investment into future learning opportunities that respond to Norfolk's priorities.

6. Resource Implications

6.1 Staff:

Adult Learning currently has 290 staff, of which 206 are teaching staff. The service manages its staffing requirements in line with the funding and income it secures and the curriculum that it delivers.

The service continues to provide specialist training for teaching staff to enable them to deliver their programmes effectively.

6.2 Property:

The service's move to hybrid working, together with the online and synchronous delivery of a proportion of its courses, has reduced the service's venue-associated costs. In addition, the service has actively increased its use of training facilities in libraries and a wide range of other local, community venues.

With 37% of course delivery online and for the remaining 63% a focus on local, community-based delivery, the service can deliver a more environmentally sustainable programme.

This combination of online and community-based training facilities has enabled the service to increase its countywide presence, and better meet the needs of residents.

The service's two construction training centres in Norwich (opened November 2022) and King's Lynn (opened in September 2023), also provide training facilities for other subject areas. The on-going costs of these new facilities will be managed through the service's existing budgets.

Adult Learning is also actively involved in the development of the two new Multi-User Community Hubs in Great Yarmouth and King's Lynn. The Place in Great Yarmouth will open in Autumn 2024 and Adult Learning will deliver a full programme of courses from dedicated training rooms at this new location.

6.3 IT:

The significant growth in online delivery has required the service to increase its expenditure on equipment, software, and training for staff, as well as to increase the level of support for learners to access and effectively use digital platforms. The service's Department for Education learner support funding enables the service to provide digital equipment to learners who have an annual income of less than £33,955.

7. Other Implications

7.1 Legal Implications:

Adult Learning operates within the requirements around funding and performance established by the Department for Education and Ofsted.

7.2 Human Rights Implications:

None.

7.3 Equality Impact Assessment (EqIA) (this must be included):

The Adult Learning Annual Plan actively seeks to target diverse and vulnerable individuals and supports community cohesion, and it is not envisaged that there will be any adverse impacts based on this proposal. Ofsted said (November 2023): *"Adult Learning aims to ensure that learning is accessible to residents in the region, including those who are furthest from education."*

Adult Learning has an immensely positive impact on adult residents, for example:

- ❖ **39%** of learners who attended qualification programmes and **36%** of learners who attended non-accredited courses or **2,250 learners** in total in the 2022-23 academic year were from the **30%** most deprived wards in Norfolk.
- ❖ The service responds well to the needs of Norfolk's ethnic minority communities, with **38% (1,074)** of learners on qualification programmes and **19% (868)** of community learning learners from a non-White British ethnic background in the 2022-23 academic year. Ofsted said (November 2023): *"Leaders have responded effectively to the growing demand in the region for English for speakers of other languages (ESOL) courses... Learners studying ESOL make good use of their new skills in their personal lives... As a result, learners feel more confident and able to live independent lives."*
- ❖ The **Independent Living Skills** programme, with around **200** learner registrations each year, supports residents with a learning difficulty and/or disability to gain the skills they need to live an independent life. Ofsted said (November 2023): *"Leaders and managers are ambitious for learners and apprentices, including learners with learning difficulties and/or disabilities (LDD)."*
- ❖ The **Lipreading** programme provides around **200** learners each year, who have a hearing impairment, with the skills they need to participate fully in everyday life and work. This programme is offered free of charge to facilitate access. Ofsted said (November 2023): *"Staff encourage adult lipreading learners to take walks, do gardening, and enjoy meeting their friends. This enables them to better manage their mental and physical health needs."*
- ❖ The service actively enables **female** learners to gain the skills and qualifications they need to gain employment and progress and reduce the pay gap, for example, **30%** of our construction learners are female.
- ❖ **Learner support funding** provides access to learning for residents who need financial support to enable them to participate in a course and is available to learners attending funded courses.
Our funded courses are free of charge to a resident with an income of less than £20,319, and a resident who has an income of between £20,319 and £33,955 will pay a reduced fee.
In addition, we can pay a resident's childcare and travel costs, and for course materials, such as a laptop, books, pens, folders, for anyone with an income of less than £33,955.
- ❖ Our **Special Educational Needs Coordinator (SENCo)** assesses learners' specific needs, including dyslexia assessments, and arranges the support an individual needs to succeed in their learning and to access examinations and qualifications.
- ❖ **Additional learning support** enables a learner who needs one-to-one support with their learning to access the support they need, and this is available to all funded learners.
- ❖ The service's **community-based vision**, with classroom-based delivery in local venues, combined with an online offer, provides access to learning for residents who previously had barriers, such as residents with a disability or who live in a rural area. Ofsted said (November 2023): *"Learners who struggle*

with mobility, social isolation and financial hardship can access programmes that meet their needs.”

7.4 Data Protection Impact Assessments (DPIA):

Adult Learning is fully compliant with data protection requirements and there are no changes in this proposal that have implications in relation to data protection.

7.5 Health and Safety implications (where appropriate):

The delivery of the Adult Learning Annual Plan will be taken forward in line with Government regulations and in consultation with Health and Safety colleagues in the Council. An Assistant Head of Service is responsible for this process and for ensuring that learners and staff are and remain safe.

7.6 Sustainability implications (where appropriate):

This proposal will have a positive impact on the environment, as it is planned that around 37-40% of the service's future learning provision will be available online. In addition, the service's community-based vision reduces the need for staff and learners to travel, as the service uses local venues to deliver its courses. The service's construction and environmental sustainability curriculum, including the introduction of new Retrofit qualifications, will actively support Norfolk's net zero aspirations.

7.7 Any Other Implications:

None.

8. Risk Implications / Assessment

- 8.1 The risks associated with the Adult Learning service's operations are managed through the Community, Information and Learning departmental risk register. There are no additional risks resulting from this proposal.

9. Actions Required

The Select Committee is asked to:

1. **Note the Adult Learning service's exceptional performance and contribution to Norfolk priorities.**
2. **Consider and comment on the Adult Learning Annual Plan for 2024-25, in advance of a Cabinet decision on 4th March 2024.**

10. Background Papers

- 10.1 None.

Officer Contact

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

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Adult Learning Income and Financial Management

Adult Learning is externally funded through grant funding from the Department for Education and student loan and tuition fee income. The service's income, in the 2022-23 academic year totalled £5,306,569, and was broken down as follows:

- Adult Education Budget (AEB) (£4,039,207)
- National Skills Fund (£155,731)
- Student loans (£104,386)
- Tuition fees (£241,432) (financial year)
- Apprenticeships (£765,813).

The service's external funding is earned through the delivery of teaching, learning and assessment across Norfolk.

In 2022-23, following a strong year of qualifications and community learning delivery, against a national backdrop of under-delivery, the service overdelivered on its AEB allocation by 6.8%, bringing in an additional £259K of funding into Norfolk (an in-year change in the rules meant we were allowed to claim up to 110% of our contract value, up from 103% previously).

£137K from the service's £766K Apprenticeship income is paid to the Norfolk Fire and Rescue Service for the delivery of their Operational Firefighter Apprenticeship programme.

Following a similar trend to the last few years, more of the service's Department for Education-funded learners were entitled to fully funded courses, leading to a reduction in the service's tuition fee income.

This reduction in tuition fee income is a direct result of the service's success in engaging with harder to reach learners and learners who are eligible for fully funded courses. Over the last five years, the service's income from tuition fees has reduced from more than £500K per year to around £241K in total. This figure does mask the full extent of the reduction, as it includes fees from self-financed provision of £219K.

Set against another tough year nationally in the sector, Adult Learning over-delivered by £5K on its allocation for Free Level 3 Courses. However, the service's Student Loans income for its Level 3 provision was down at £104K, because more learners were eligible for free courses.

By increasing the service's delivery, including the introduction of new qualifications in the construction and sustainability curriculum, the service expects to use all its funding in the 2023-24 academic year, and is targeting an additional 10% made available by the Department for Education.

In addition to the income detailed above, Adult Learning is delivering a significant proportion of Norfolk's Multiply contract, with a target of £350K funding in the 2024-25 financial year. This funding will be used to deliver a range of Multiply numeracy interventions across the county.

Inspection of Norfolk County Council

Adult Learning

Inspection dates:

14 to 17 November 2023

Overall effectiveness **Good**

The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Adult learning programmes	Good
Apprenticeships	Good
Overall effectiveness at previous inspection	Good

Information about this provider

Norfolk County Council Adult Learning (NCCAL) provides adult learning and apprenticeship programmes across the Norfolk region. NCCAL aims to ensure that learning is accessible to residents in the region, including those who are furthest from education. It provides community-based learning and online learning programmes. Currently, NCCAL operates in over 100 community venues across Norfolk.

At the time of the inspection, there were approximately 6,000 adult learners and 179 apprentices. Most adult learners are on level 1 and level 2 learning programmes. These programmes include English and mathematics, health and social care, preparation for work, and digital learning. More recently, NCCAL has started to offer construction courses for adult learners. Level 3 programmes include access to higher education (access to HE), accounting and finance, and supporting teaching and learning.

Most apprentices are over the age of 19 years and training on level 3 programmes, including teaching assistant, business administration and operational firefighter. NCCAL recently introduced the level 4 early intervention practitioner apprenticeship programme. There are approximately 20 apprenticeship standards with fewer than 10 apprentices in training.

What is it like to be a learner with this provider?

Adult Learners and apprentices are enthusiastic, highly motivated and committed to their studies. They have clear plans for their future careers. Almost all plan to use their learning to improve their economic prospects or quality of life.

Adult learners benefit from a flexible approach to learning. Learners who struggle with mobility, social isolation and financial hardship can access programmes that meet their needs. Learners who are resident in retired living homes have increased their confidence, self-care and resilience after completing courses in basic cookery. Learners feel less isolated by completing the courses together and are excited to prepare and eat their own meals. As a result, these learners develop friendships, confidence and a sense of belonging in the communities in which they live.

Tutors ensure that learning takes place in a calm, encouraging and supportive environment. Learners and apprentices support their peers and are confident to ask questions and clarify misconceptions. Learners and apprentices share their own experiences to provide additional insights during discussions.

Most learners attend classes regularly and arrive punctually. In the few cases of learner absence, managers explore options to provide additional support to overcome the barriers that learners may be facing.

Most learners and apprentices study how to maintain their health and well-being. Staff encourage adult lip-reading learners to take walks, do gardening, and enjoy meeting new friends. This enables them to better manage their mental and physical health needs.

Apprentices feel safe in their work settings. They have a good understanding of safeguarding and how to report a concern. Learners and apprentices develop a secure understanding of British values and appreciate their importance. Adult learners benefit from course-related safeguarding. Accounting assistants understand about online fraud and the importance of cybersecurity. Most learners develop an understanding of radicalisation and can make early identification should it occur.

What does the provider do well and what does it need to do better?

Leaders are ambitious for adults and apprentices in the region. They have formed highly effective partnerships with local stakeholders to design the curriculum. They have responded effectively to the growing demand in the region for English for speakers of other languages (ESOL) courses. Leaders work with libraries to identify and provide courses, such as digital literacy courses, in rural communities. Leaders work with job centres to promote their programmes in areas of skills shortage, such as construction trades. Leaders consider pathways to ensure that courses provide

routes into employment for learners. Leaders design inclusive courses with flexible delivery models that meet the needs of the local community.

Leaders have worked with local employers effectively to design apprenticeship courses. Leaders worked with employers to introduce the early intervention practitioner apprenticeship. Leaders responded to employers needing qualified staff in children's and adult services.

Leaders work with employers to ensure that apprentices establish and remember new skills in an incremental and secure way. Operational firefighter apprentices learn health and safety routines. They demonstrate the professional standards of behaviour expected of them in the fire service. Apprentices learn about nutrition, hydration and managing sleep patterns while working on shift. Staff highlight the effects of sleep patterns on hormone cycles and how to manage these to avoid conflict in the workplace. As a result, the apprenticeship is well matched to the needs of the fire service and leads logically towards their final examinations.

Tutors and assessors are well qualified in their subjects and have good workplace experience. This includes specialist courses, such as lip-reading. Tutors use their experience and expertise to enhance the learning and skills development for learners and apprentices.

Apprentices value the support they receive from their assessors and workplace mentors. Assessors plan frequent tripartite meetings to review the progress of apprentices. Assessors work with the workplace mentors to agree an individualised plan for on- and off-the-job training. Apprentices in danger of falling behind with their work receive additional support sessions to enable them to meet their targets.

Tutors do not consistently identify learners' and apprentices' existing skills and knowledge at the start of their course. Tutors do not use the information that they do collect on prior learning to tailor training for adults and apprentices. Tutors do not consistently agree and set effective targets for adult learners at the beginning of their programmes. In most cases, targets for adult learners are too vague and do not identify the skills that learners need to make the progress of which they are capable.

Most tutors present information skilfully, particularly in face-to-face sessions. They provide clear explanations, using their industry experience to explain key concepts. In access to HE, tutors provide clear explanations of key theories, such as person-centred therapy. Tutors include practical examples of class members' experience of using positive affirmation techniques. Tutors use stimulating learning materials, such as video clips, to reinforce the theories. Learners move on to compare and contrast with previously learned alternative therapy approaches. As a result, learners are developing substantial new knowledge and skills of psychodynamic approaches.

Most teachers use assessment effectively. Teachers use assessment to ensure that learners understand and remember key concepts. Tutors use effective questioning techniques to identify knowledge gaps, deepen understanding and quickly address

any misconceptions. In construction, tutors use questioning techniques with learners to reflect on the progress they have made. Tutors challenge learners to reflect on what they would do differently and what the impact would be.

Most learners and apprentices further develop their English and mathematics skills throughout their course. In ESOL, learners quickly develop their written English skills in the initial stages of their programme. Learners improve their written English in the use of tense and positive and negative verbs. Tutors ensure that learners understand and correct common mistakes. Learners studying ESOL make good use of their new skills in their personal lives. Learners take part in social activities, such as sports, where they feel welcomed and able to communicate with others. As a result, learners feel more confident and able to live independent lives.

However, leaders do not ensure that level 3 teaching assistant apprentices make good progress with English and mathematics. Leaders do not ensure that English and mathematics are successfully embedded or taught early enough in the programme. As a result, apprentices do not complete their apprenticeship in a timely manner.

Leaders and managers are ambitious for learners and apprentices, including learners with learning difficulties and/or disabilities (LDD). Tutors are aware of the broad additional needs of their learners and ensure that support is available to improve learners' access to learning. However, planning between teachers and learning support staff is not consistently effective. Leaders acknowledge that learners with LDD are not always supported effectively. Leaders are taking appropriate steps to resolve this issue, but it is too early to evidence the impact of these actions.

Tutors prepare apprentices very effectively for their final examinations. Apprentices have a good understanding of how their work contributes to their final assessment. Apprentices are keen to collect their best pieces of work for their final submission portfolio.

Most learners are well prepared for their next steps. Learners are aware of the wider careers support available to them should they wish to change their vocational route. Learners studying accounting know the career routes within their chosen sector. Tutors provide information about next steps and examples of the pathways taken by alumni. Learners studying access to HE programmes benefit from teaching that is jointly delivered with local university staff. They complete assignments that enable them to research careers in their chosen sector. The few learners who do not wish to progress to university receive support to plan their next steps. However, too few apprentices receive independent careers advice. Too few apprentices understand the wide range of job opportunities available to them in the future.

Most adult learners and apprentices achieve well and complete their programmes. Leaders have put in place appropriate actions to address the decline in achievement, where appropriate. Leaders have removed the embedded digital skills qualification from the functional skills programmes. Leaders have introduced more robust English diagnostic assessment for those learners studying functional skills level 2

mathematics. However, at the time of the inspection, it was too early to see the full impact of these actions.

Governors have a good understanding and oversight of the strengths and weaknesses of the provision. They provide effective support and challenge for leaders to continue to drive improvements. Governors challenged managers to improve their performance reporting to the board. As a result, governors have been instrumental in improving the monitoring and improvement of safeguarding compliance, such as timely safeguarding checks and refresher training.

Safeguarding

The arrangements for safeguarding are effective.

What does the provider need to do to improve?

- Tutors must establish learners' and apprentices' starting points to ensure that they are on an appropriate programme. Tutors must use these starting points to develop individual learning plans and targets for learners and apprentices.
- Leaders must ensure that apprentices benefit from impartial careers advice and guidance to plan their future careers and progression pathways.
- Tutors and learning support assistants must communicate effectively to ensure that learners with LDD receive the support they need to access learning and make good progress.

Provider details

Unique reference number	53545
Address	County Hall Martineau Lane Norwich NR1 2DH
Contact number	01603 306605
Website	www.norfolk.gov.uk/education-and-learning/adult-learning
Principal, CEO or equivalent	Denise Saadvandi
Provider type	Community Learning and Skills – Local Authority
Date of previous inspection	18 to 21 April 2016
Main subcontractors	None

Information about this inspection

The inspection team was assisted by the Head of Service, as nominee. Inspectors took account of the provider's most recent self-assessment report and development plans, and the previous inspection report. The inspection was carried out using the [further education and skills inspection handbook](#) and took into account all relevant provision at the provider. Inspectors collected a wide range of evidence to inform judgements including visiting learning sessions, scrutinising learners' work, seeking the views of learners, staff and other stakeholders, and examining the provider's documentation and records.

Inspection team

Penny Fawcus, lead inspector	His Majesty's Inspector
Michael Worgs	His Majesty's Inspector
Claire Griffin	Ofsted Inspector
Chris Bealey	Ofsted Inspector
Paul Manning	His Majesty's Inspector
Judith Mobbs	Ofsted Inspector
Lyn Bourne	Ofsted Inspector

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Appendix C – The Impact of Adult Learning

"I have gained a better understanding of how to deal with my own and others disabilities. I have found this course challenging but feel it has given me the confidence to make my hearing difficulties known and strategies to communicate and understand others better."

[Lipreading]

"It has allowed more options of employment to be available to me in a mechanical industry as I will be able to achieve high qualifications in my industry."

[Maths]

"Really enjoyable, I wouldn't have been able to do the course if it hadn't been offered online..."

[GCSE English]

"OUR DEAF DAUGHTER RECOGNISES THE BASIC SIGNS WE ARE DOING, AND THE LOOK OF JOY AND EXCITEMENT ON THEIR FACE WHEN SHE SIGNS BACK TO US AND WE KNOW WHAT SHE NEEDS."

[British Sign Language]

"It has been a life changing course, because of this course I am able to progress to university, the amount of support and quality of teaching has been excellent. This course will forever be etched in my memory as one of the best experiences ever."

[Psychosocial Studies]

"I have been accepted into uni. At the age of 43!!"

[Access to Nursing and Midwifery]

"I have felt less depressed and more accepting of myself."

[Boosting Your Emotional Intelligence]

"It was a highlight of my week: building creative skills and using that as a platform for improving my mental health, building my confidence and co-ordination, my eye for detail and design, and improving my social skills..."

[Step into Art: Painting]

"I look at things in a different way now. I also have enquired learning more at City college and hopefully onto University to gain a degree."

[Peer Support]

"I feel much more at ease with myself and I like myself more after doing this course. It is a great course for folks with trauma or low self-esteem."

[Self-Acceptance and Self-Validation]

"It has given structure to my week...Improved my confidence and positivity..."

[Relax, Create and Learn: Crafting]

"This... has cemented my interest in doing further study in counselling to become qualified and help people in this way."

[Introduction to Counselling]

"Learn some thing new and meet friends , share problems. The only time in the week when I don't have to apologise for being deaf."

[Lipreading]

"It has had a tremendous impact on my life in many ways...we come away having laughed, struggled and improved our knowledge of varied subjects...We are a 'family'!"

[Lipreading]

"This course has give [sic] me the confidence to push myself and better myself and my children's life"

[NVQ L2 Teaching Assistant]

"Doing yoga has increased my self awareness of my health overall, I have also lost weight and reduced my blood pressure."

[Yoga Flow]

"I now feel confident to seek employment in the finance industry which starts at a higher pay than previous retail jobs I have been in."

[AAT]

"I will now be able to move onto the next course I'd like to do."

I enjoy the purpose it's gave to my evenings."

[L3 Teaching Assistant]

*"I HAVE NOW MADE
FOOD FROM FRESH."*

[Think Food –
Cooking on a Budget]

*"I've got more confidence to try something new. I have
definitely gained skills from the course, and I think if I wanted, I
could take these skills further. I definitely think it would be a
good starting point if I wanted to change my career."*

[Basic Bricklaying]

*"This has help [sic] me believe i can do
anything if i put my mind to it.it will help
me get into my next job role."*

[English Fast Track Online]

*"its hard to get out when you have
nowhere in mind to go to, this has given
me the push to leave my house and start
looking at the world again."*

[Step Up Your Computer Skills]

*"It has made me feel more confident in myself. I have
set places I go at certain times. I avoid social contact
with new people, crowds, etc. The course has shown
me I am stronger than I allow myself to feel."*

[Beginners Carpentry and Joinery]

*"...No worry, no anxiety, no having to be
out in the dark, no traveling, just safe. I
attended every lesson and I miss it so
much now it has finished."*

[Sketching and Journalling Improvers]

"Done [sic] the course in my spare time so didn't interfere [sic] with anything, hoping to apply for dream job"

[FS English]

"I am 77 years old, I have no friends in the UK and don't speak English."

This course is a bit difficult, but nevertheless massively helped my well-being in that I'm meeting other people, learning some new words, slowly gaining confidence in speaking English more."

[Everyday Conversations]

"The Lipreading course gives many tips for coping in everyday situations. This makes what appear simple things like going shopping more achievable."

[Lipreading]

"I have recently retired and this course has given me a sense of purpose."

[Introduction to BSL]

"It gave me a boost to actually find I could understand some of maths. Its always been a blank area in the...Its good to actually understand.."

[Maths L2]

"Has a very positive effect, stimulated my thinking and perception of other things, slowly allows me to look into a different kind of world."

[British Sign Language]

"A regular pattern to my week, enjoying learning and meeting new people."

[Art]

"This course has given me confidence in making food for a reasonable price. It has also given me a purpose to get out and meet other people as I do sometimes isolate at home."

[Slow Cooking]

"give [sic] me a reason to get up."

[English]

"It is good to have plans in my diary to look forward to."

[Wellbeing through Art]

"I have come out of my shell more and I have got a bit more courage..."

[Maths Functional Skills]

"Doing the wheel of life and using that helped me to assess what is important to me and make some goals. I now feel my life is more balanced and I spend more time doing things that are important to me..."

[Introduction to Life Coaching]

A powerful reminder of the impact Adult Learning has



Ayse came to England from Turkey, where she worked as a psychologist. Ayse's main area of work was with children, and she would like to continue her career in England but needs to have a very good level of English, to carry on that journey.

When first arriving in England, Ayse applied for a job at her daughter's school, but was unfortunately not accepted due to her English not being at the required level. The school Principal suggested volunteering in the school to help improve her English and gain experience working with children in a different country. As a result, Ayse started helping at the school, volunteering in the classrooms and helping both the staff and children. This later developed into a Midday Supervisor Assistant (MSA) role and Ayse would continue to volunteer in the classroom after her paid shift was

over to help develop her English and increase her experience.

Whilst volunteering in the school, Ayse also decided to start improving her English through enrolling on an ESOL Level 2 course at Great Yarmouth Library with Marie-Lea Demolliens as her teacher. Ayse has nothing but praise for her tutor *"I can say that Marie-Lea Demolliens is a great teacher. She loves her job and supports her students in every way"*. It was in fact Marie-Lea who encouraged Ayse to take the initiative and apply for a paid Teaching Assistant role at the school. Ayse was delighted to be offered the position and is now working as an SEN Teaching Assistant and as a result has also enrolled on the Adult Learning Level 2 Teaching Assistant course.

The courses that Ayse has joined not only develop her skills and knowledge but have also had a very strong impact on her personal life and wellbeing. *"Even though I had lots of friends and relatives in Turkey, of course I don't have anybody in here. If you are a foreigner in a country, it is not easy to build up friendships. Thankfully I joined the Norfolk Adult Learning family, that way I had a great opportunity to know people from different cultures. Before I joined, there were times I felt so alone, but thanks to Norfolk Adult Learning, I am not feeling so alone anymore."*

Ayse has continued to thrive during her time with Adult Learning and is starting an online English Functional Skills Level 2 course in the summer, with the plan to become a psychologist once again, as she was in Turkey.

Asked about her experiences so far, Ayse commented: *"If you have chosen to develop yourself and learn new things with Norfolk Adult Learning, you are in the right place. An organization full of people who do their job properly and with love. I am happy to continue my learning adventure with such a professional team."*

An update from our Special Educational Needs Coordinator (SENCo)

Many of our learners have barriers and experiences that mean they have not achieved what they want in their education or career. Adult Learning gives people of any age or background an invaluable opportunity to realise achievements and reach their goals. This is why I am passionate about my role as part of our team. In the last 6 months alone, we have helped:

- ❖ A learner with extreme anxiety, leave the house for the first time in years, because we allowed them to access their course with their anxiety pets.
- ❖ A learner with anxiety, visual and medical conditions, to be on track to complete a Maths GCSE they have been trying to achieve for nearly 50 years.
- ❖ A learner whose glaucoma recently became total blindness, to update their digital skills and be able to play an active role in promoting accessibility across the region.

These, along with many others we have supported to feel safe, included, and welcome in our service. I feel proud to be part of an organisation that doesn't judge and does everything it can to be inclusive, giving all an equal chance of success.



Help with dyslexia

I first met Grace in October 2022 and prior to meeting Grace, I met with the workshop tutor Jim Kelly who explained that Grace was dyslexic and had some concerns about her apprenticeship. Grace was concerned about undertaking her course because she had been told at the workshop that she would need to complete written assignments. She was concerned about doing this due to her dyslexia. At our meetings we would check her work including the spelling, punctuation, and grammar. I would also break the questions down so

that she could understand them better.

Grace has thrived since my first meeting, including producing written assignments. She has demonstrated excellent skills throughout and has shown, when I have observed her practice, that she is more than competent at undertaking her job role. Feedback from her employers is that she is an asset to the team and works well on her own, and also provides support to new staff within the department. She is a good role model for them.

Grace's evidence has been audited and she is now in End Point Assessment. I believe Grace will do very well in this, although she is very nervous.

Mark Yorkston, Curriculum Manager, Public Services, Leisure and Tourism said: *"Another fantastic example of how our professional and passionate tutors go that extra mile to support their learners, not only to progress in learning, but to provide long term coping mechanisms for work and everyday life".*

Taking the first step towards a dream career

Sarah started her English GCSE course last year with Adult Learning but found a month into the course that she was pregnant. She spoke to the tutor about whether to continue as the baby was due just after the last exam, and after lots of discussion and deliberation decided to carry on and complete the course. She really wants to be a midwife but is starting the journey from the bottom and needs to get her GCSEs to realise this dream. She passed her GCSE English and is now going on to do the GCSE maths before she starts the Access to Higher Education Nursing and Midwifery course and so that she can finally gain a place at university and study towards becoming a midwife.

She said *"The tutors were excellent and if you are thinking about doing a course with Adult Learning, don't even think twice, definitely go for it."*

Let me introduce you to Lisa....

Lisa recently gained her Access to Higher Education Nursing and Midwifery qualification with Adult Learning and is now looking towards a new and exciting future career.

Sounds simple - but it wasn't. Lisa had a difficult start to life, she didn't do very well at school, has two failed marriages behind her and cares for her disabled children. This had allowed her very little time to explore her own aspirations, but she decided that now was the time to start pursuing her career goals.

Lisa has always worked in the care sector to provide for her family, and many of the nurses she worked with remarked on her natural caring ability and recommended nursing as a career path. So, Lisa decided that was something she wanted to do and joined the Access to Higher Education Nursing and Midwifery course, as well as the Maths Functional Skills Fast Track course, to gain the qualifications needed to pursue her career choice.

Full of praise for the course and her tutors, Lisa said: *"I loved studying on the course and was really glad it was face-to-face. The support received was phenomenal and any concerns and stresses were dealt with straight away by my tutor, Christine. She really is a credit to the Access course"*.

Lisa is one step closer to her dream job as she has now started a Nursing Degree at the UEA in Norwich.

Exams case study



Following a busy Summer of GCSE results, I wanted to reflect on one of our learner's journeys, and I really appreciated one of our GCSE maths learners, Charlene, taking the time out of her day to chat with me about her learning journey.

Charlene had friends who had previously studied with Adult Learning, so she contacted us and enrolled, knowing that she wanted to go into midwifery or paediatric nursing in the future and maths and English were a requirement for her to study at university. Charlene spoke about her school experiences when she was younger and how she didn't like school, but when she decided to return to learning as an adult, she found it enjoyable. She attended a classroom-based course and had a tutor who was very supportive and structured his lessons in a positive way, which made it easy for her to understand, and Charlene stated

that she "thoroughly enjoyed" her classes.

Charlene's life is busy having four children, aged 13, 12, 10, and 7. Her eldest is currently starting his GCSEs, and she is happy to be able to support him with his maths after achieving a grade 5.

Charlene has done a fantastic job finding time to study, in addition to the day-to-day duties that come with being a mum, and she is now continuing her learning journey for her English GCSE qualification. I'm looking forward to seeing Charlene next summer when she sits her exams and moves a step closer to her goals.

This is why we do what we do!

Student X is 35 and attends the English Functional Skills class at her local library on Tuesdays and Thursday mornings. She joined the course last September and this has been her first experience of formal education – growing up in the traveller community, she was ‘not allowed’ to go to school.

Her background is a truly inspiring story of how, with grit and determination, she has been able to start turning her life around for the better. Because as she admits, she has known some dark times....

Still in her teens, she got married and had six children in quick succession. Her husband was in the army, which meant she had to cope on her own for a lot of the time. Life slowly began to spiral out of control as her mental health deteriorated, and with no acknowledgement from her community that mental health issues exist, and therefore with little or no support available, in desperation, she turned to drugs. Her children were taken into care, and following a full breakdown, she eventually found herself homeless and living on the streets.

A homeless project organisation helped her to see a way forward and she started to think about how to improve her reading and writing. She was directed to, and participated in, the Pathways to Reading programme at the local library, who then recommended Adult Learning courses. She achieved her first English qualification with Adult Learning – Entry Level 1 - in November 2022. In March 2023, she gained her Entry Level 2 English and will soon complete Entry Level 3 English. Peter Howard, her tutor, put her forward for an Adult Learning Learner Award and she won the award for Personal Accomplishment.

But she isn't stopping there.... not only is she completing her English qualifications, but she has also joined the maths class at her local Library too! Ultimately, she aspires to help others who find themselves in similar situations to hers. We think this is just the first chapter in her story to success....



Gaining the ‘Confidence to speak up’

Here's a picture of some of our learners, who joined us for the ‘Confidence to Speak Up’ course.

This community arts course was delivered by Adult Learning in partnership with MensCraft.

Colin Howey, MensCraft coordinator said:

“The ‘Confidence to Speak Up’ course has provided MensCraft’s Pit Stop members with an opportunity to come together in a supportive environment to ‘find’ and develop their unique voices. Cat,

our tutor, a professional poet, was able to share her experience and insights as a performer, allowing the group to develop practical techniques to perform effectively in front of an audience.

Many of the group had never spoken publicly before and gained considerable confidence and self-esteem – especially through their final performances in front of the group. Progressing on from this, we will be starting a poetry writing group and it is our hope that these classes will act as a catalyst for a new MensCraft Pit Stop group, focused on poetry writing and performance.”

Functional Skills Maths case study

David, who joined a blended Functional Skills Maths course, is a brilliant example of how well a motivated learner can progress. David was rusty with his maths and, by his own admission, not the most confident, and slightly worried when he began.

He joined as an Entry 3 learner in September but, very impressively, put in a lot of extra work himself and in his own time. This meant that by Christmas, he had not only passed his Level 1 (with a score of 100%), but also had a Learner Award given to him. David was very open that the Learner Award meant more to him than the qualification, and it was touching and well worth remembering the genuine pride and satisfaction the learner got as a result.

David carried on to Level 2 and continued in much the same vein. He took great strides and got his Level 2 certificate at the very first time of asking.

David really sums up the fantastic work that goes on in Adult Learning; he went from Entry 3 to gaining his Level 2 within six months, and claims that the work he has done has transformed his life; he is now seriously considering applying for GCSE Maths.

Unaccompanied child asylum seeker without schooling wins educational award



An unaccompanied child asylum seeker who arrived in Norwich never having been to school has become the recipient of a prestigious Adult Learning Learner Award.

Hamza Mahmoud, 20, originally from Eritrea, lost his family due to civil unrest within the country and arrived on his own in Norwich. When he was aged 19, he joined an Adult Learning English for Speakers of Other Languages (ESOL) course, which also incorporates Maths. Hamza had never been to school in his own country, but despite that he attended every single lesson and made stunning progress, moving from entry level through to Level 2 within one academic year, which really is exceptional. On top of this, Hamza has proved himself to be a model learner, often helping and inspiring others within the class as well as translating from English to Eritrean where necessary.

Hamza's tutor nominated him for the Learner Awards after seeing his amazing progress and how well he had adapted to education.

Hamza said: *"Adult Learning has made such a difference to my life. My English and Maths have improved and it has been the most important step for my future. I initially wanted to complete Entry Level 1 and 2 but doing that gave me the motivation to continue to pass Level 2. It has shown me that with hard work I could reach anything I want."*

Hamza is now studying GCSEs and his aim is to get into university and one day become a doctor.



Young apprentice with a bright future wins Adult Learning Award

A young apprentice who started her Apprenticeship journey at just 17 years of age has become the youngest recipient of a prestigious Learner of the Year Award.

Ruby Dagless, 18, from Dereham, was considering her post-16 options, when she saw a marketing apprenticeship vacancy with Nurtured in Norfolk, an edible flowers company, based in Dereham. The training was provided by Norfolk County Council's Adult Learning. She had been thinking about A-Levels, but was unsure which route to take, but on seeing this opportunity she was in no doubt about what career path she wanted to follow. Ruby successfully secured her apprenticeship, and started with the company in April 2022, when she was 17. Ruby proved herself to be an invaluable member of the team very quickly, and was given increasing responsibility, including writing and updating social media content, attending trade fairs and even showing high profile chefs around the site.

When Ruby's Line Manager resigned in November 2022, the Managing Director was so impressed by the quality of work being undertaken and completed by Ruby that he decided not to replace his Marketing Manager, and this resulted in her taking on even more responsibility for the company's marketing campaigns. Ruby has flourished in her role and went on to complete the Level 2 Apprenticeship 6 months ahead of schedule.

Ruby's tutor assessor nominated her for the Learner Awards after seeing how well she took on the role and the amazing progress made during the apprenticeship.

Ruby said: "An apprenticeship is 100% something that I would recommend. I've learnt so much throughout my course, whilst having support from my tutor and the whole of Adult Learning too. I really enjoyed my time at school but I'm very glad that I chose an apprenticeship over A-levels. It has allowed me to gain hands-on experience in the workplace, whilst learning valuable skills too. I also feel that since I left school and started my apprenticeship, I have gained a lot of confidence which has benefitted me in the workplace and outside of it too."

Ruby is now looking forward to putting the skills that she has learnt into practice in her role and may progress to a higher-level apprenticeship in the future.

Using life experiences to help others

Lucas achieved his Access to Higher Education certificate last year. He is a recovering addict and his qualification has allowed him to start a Social Psychology degree course at the UEA, with the aim of getting into a career in Counselling and Therapy so he can help other addicts that were in the same situation as him. He took a bit longer to get through the Access course as he found it a bit of a struggle with his anxiety issues but said *"The tutors were so supportive and there was always someone available to talk to. It is never too late to get back into learning and the benefits are lifelong."*

Amazing achievements!

Learner Attendance

Congratulations to Amy Lane and the Early Years team for attendance on early years/childcare qualifications of 98.4% this year, and to Kay Burnett-Kiernan and the Supporting Teaching and Learning team for attendance on teaching assistant qualification programmes of 94.3% and on counselling qualifications of 95.5%. Congratulations also to Marie Valdes, Curriculum Manager for these programmes. These are phenomenal attendance rates, especially as these are lengthy qualification programmes, so well done to everyone in these teams.

Early Years External Quality Assurance visit

Our Early Years colleagues are celebrating a recent External Quality Assurance visit from City & Guilds, the Awarding Organisation for their Level 2 and 3 Early Years qualifications. The feedback and report received, recognised the team's 'outstanding practice demonstrated across all areas', with a 'very effective, individualised approach to meet individual needs, preferences, and the circumstances of learners'. The External Quality Assurer referred to the team's exceptional standards, which equip learners completing their courses, to become experts in early years practice.

The importance of maths



Hannah is very aware of the importance of Level 2 Maths and how achieving the course can positively impact her career choice of going into nursing in the future.

After completing a degree in Health Studies, Hannah tried to get her maths qualifications. Hannah worked in a hotel reception job while studying her maths, with an aim to eventually study to become a nurse. She felt that school did not really help with her maths, and she was self-taught until she joined Adult Learning.

Hannah had been working through her Level 2 Maths course but struggled with exam anxiety and remembering key facts and processes, causing her to fail her exam, which was devastating for her. After the second attempt, Hannah joined Sarah, one of our tutors, to work on her technique and confidence on a one-to-one basis. Things that she had gone over and over without it sticking before are now firmly cemented in her long-term memory. For example, Hannah has never forgotten the night she first cracked simplifying fractions, remembers it like yesterday, and feels it was such an achievement. Even when Sarah was unwell for a couple of weeks, we made sure someone stepped in and supported Hannah so there was not a break in her studies. Things have moved on for Hannah and she is now working in the health sector. We all feel very positive about Hannah's next exam and wish her every success.

Support for Ukrainians



In February 2022, war broke out in Ukraine and lots of people were forced to flee their country. In addition to delivering a wide range of flexible English for Speakers of Other Languages (ESOL) courses – both non-accredited and qualification programmes delivered in classrooms and online - Adult Learning has worked and supported Norfolk Library and Information Service and The People from Abroad Team by offering an Information, Advice and Guidance (IAG) meeting with every Ukrainian guest who wanted support.

Supporting individuals that have been forced to abandon their homes and move to a new country poses many barriers. Many Ukrainian learners came to this country without any English. We used creative ways to overcome these barriers, from using technology such as google translate, to Intran interpreters to write flyers in Ukrainian. We also hosted coffee mornings to bring the learners together and share information. During these coffee mornings, we answered questions about Adult Learning courses and promoted cultural understanding.

Through the Adult Learning service, we:

- ❖ Continue to support Ukrainian learners at every stage of their journey.
- ❖ Have enabled learners who were unable to speak any English to be able to start communicating with people in their community and to progress in their learning.
- ❖ Have supported learners who could already have a conversation to start looking towards finding employment.
- ❖ Have advised learners who are already fluent in English on how to use their qualifications in the UK.

Each conversation that we have with a learner is unique. We present them with all the information they need to make an informed decision about their learning or career, just as we do with all our learners.

Here's some feedback that we've received:

A third party sent this to us - *"I just wanted to pass this on - they are all raving about you. They've all been saying - they are so good!"*

"We really liked the lesson. Thank you very much."

"Yevheniia came along to a coffee morning set up for Ukrainian guests. This was her second coffee morning. She told me that she was grateful for the opportunity to meet in person and to have someone available that she could talk to about courses and general questions about life in the UK. Yevheniia also enjoyed the opportunity to practise her English. She was pleased that she could bring her son along and she felt that he was safe as he was being supervised. This gave her a much-needed break."

"Thanks for taking care of me. I really like the classes and like our teacher Liz. And I attend classes with great pleasure and interest."

Overcoming barriers

I thought it would be good to share a case study highlighting the challenges one of our learners has faced attending their course and how the Adult Learning team has tried to support them to continue to attend their course and allow them to continue to enjoy their learning experience with us.

The learner suffers with seizures, but the triggers are unclear and can be triggered by a variety of environmental factors. The Adult Learning team has worked closely with the learner to understand any triggers that are within our learning environment and attempt to reduce or remove these to make the environment much more suitable.

In addition to this, we have provided a personal radar key and purchased a comfortable mat to provide improved comfort and support while recovering from a seizure. In addition, we are arranging accessible rooms for assessments and door-to-door transport for attending classes.

We have received great feedback from some of the professionals supporting this learner:

“The support that my client has received from Adult Learning is beyond anything she could have dreamed for her. The difference in my client’s confidence and willingness to leave the house and take steps to be independent from September to now is enormous.”

Originally, family and support networks were very hesitant in her attending due to all the factors detailed above, but since she started attending, all her support network (including the specialist consultant) has been so pleased with the positive impact and improvement in the learner’s social network. How they have developed has far outweighed expectations and previous concerns.

Multiply good news story

I met Zoe on a visit to Swaffham library back in April. She was there as part of the Reading Pathway, and we chatted about learning in general and about the local community centre. Zoe has learning difficulties, some health issues and is hard of hearing. She said she would love the opportunity to do some basic numeracy and I recommended that she attend a drop-in course, run by Adult Learning on a Thursday afternoon.

Zoe did attend the sessions and has continued to chat with me when I visit the library. She really enjoyed playing ‘shut the box’ and dice counting.



Zoe is keen to enrol on any courses that Multiply can offer in her area.

I presented her with a certificate for being part of the Multiply programme and she was delighted with this. She became tearful and said “I have never been given a certificate before. Can I put it up on my wall at home and show it to everyone?”. I said absolutely!

Adult Learning Service Intent 2024-25

Key Planning Priorities and Contributions

Priority 1: We will enable a vibrant and sustainable economy by:

- Enabling individuals to increase their English (including English for Speakers of Other Languages – ESOL), numeracy, and digital skills.
- Delivering a wide range of cross-cutting fusion (soft) skills that are required across the whole spectrum of the local economy.
- Providing access to vocational skills and qualifications, including apprenticeships, that are responsive to the changing needs of the local economy, as well as national, regional, and local priorities.
- Enabling residents who are seeking employment or economically inactive to return to the workplace by providing access to new skills and vocational pathways.

Contribution

- ✓ 1,000 adult enrolments on numeracy, English, English for speakers of other languages (ESOL) and digital skills qualifications.
- ✓ 1,700 adult enrolments on vocational skills qualifications.
- ✓ 300 new apprentices recruited.

Priority 2: We will support better opportunities for children and young people by:

- Delivering skills, qualifications and apprenticeships that support the early years and school sectors.
- Providing opportunities for parents, guardians, and carers to improve the physical, intellectual, emotional, and social development of children and young people.

Contribution

- ✓ 650 adult enrolments on qualifications and apprenticeships in areas such as childcare, teaching assistants and higher-level teaching assistants, enhancing the quality of education given to children and young people. This will include qualifications that enhance the level of specialist skills available to those working with children and young people, including understanding autism, mental health, and anxiety.
- ✓ We will secure 600 adult enrolments that enable parents, guardians, and carers to improve the physical, intellectual, emotional, and social development of children and young people.
- ✓ 1,000 adult enrolments on numeracy, English, English for speakers of other languages (ESOL) and digital skills qualifications.
- ✓ 1,700 adult enrolments on vocational skills qualifications.
- ✓ 300 new apprentices recruited.

Priority 3: We will empower individuals to live healthy, fulfilling, and independent lives by:

- Providing appropriate and effective careers support that prepares learners well for their next steps.
- Delivering a personal development curriculum that supports the personal growth of adult learners, enabling them to positively engage with themselves, peers, staff, and the wider world.
- Delivering an independent living skills programme that enables people with disabilities and/or learning difficulties to access learning and work and to live independent lives.
- Maximising the use of learner and learning support funding to enable adults to access learning.
- Delivering a comprehensive programme of online learning that overcomes the barriers to accessing learning in Norfolk.
- Supporting, through learning, the wellbeing of our residents, including through social prescribing.

Contribution

- ✓ Provide bespoke and impartial information, advice, and guidance to at least 700 residents, including from the outset to all apprentices who are on programme.
- ✓ Deliver a bespoke independent living skills programme, including lipreading, that focuses on the skills residents need to live independent lives, with at least 300 adult learners who have a disability and/or learning difficulty.
- ✓ Ensure that financial and personal barriers to learning and achievement are removed by ensuring that all eligible learners have equal access to both learner and learning support funding.
- ✓ Deliver a Personal Development Curriculum in line with the service's Personal Development Curriculum Strategy (see attachment).
- ✓ Deliver 1,000 enrolments on health and wellbeing programmes that support residents with their mental and physical wellbeing.

Priority 4: We will strengthen communities by:

- Making our courses accessible to residents by locating courses in the heart of Norfolk's communities, both in community venues and online.
- Improving digital inclusion in Norfolk by increasing the digital skills and confidence of adult residents.
- Supporting the integration of ethnic minority communities through the delivery of a comprehensive and targeted programme of English as a second language, employability, and life skills, including family learning.

- Championing Equality, Diversity, and Inclusion, the Fundamental British Values, as well as Safeguarding and Prevent.

Contribution

- ✓ Provide local access to adult education opportunities to Norfolk adult residents through community-based and online delivery.
- ✓ Increase the digital skills and confidence of 2,000 adult residents.
- ✓ Deliver a comprehensive and targeted programme of skills with at least 700 adult enrolments from ethnic minority communities.
- ✓ Deliver a Personal Development Curriculum in line with the service's Personal Development Curriculum Strategy (see attachment).

Priority 5: We will enable the development of a greener, more resilient future by:

- Developing 'Green' skills curriculum pathways and qualifications that support the sustainability agenda, including light/mid/dark 'Green' qualifications.
- Providing a programme of environmental awareness courses for individuals and families, focusing on how to reduce environmental impact /increase environmental sustainability.
- Embedding environmental awareness within the service's Personal Development Curriculum.
- Delivering our services with environmental sustainability in mind.

Contribution

- ✓ 100 learners will complete retrofit courses as part of the service's new 'Green' skills curriculum pathways and qualifications.
- ✓ 500 learners will complete environmental awareness training as part of their course.
- ✓ Deliver environmental awareness as part of the Personal Development Curriculum in line with the service's Personal Development Curriculum Strategy (see attachment).
- ✓ Reduce the service's impact on the environment by delivering 30% of our courses online, with public transport the preferred option when providing Learner Support funding to learners who need to travel to their course.

Service Area: Adult Learning

Objectives and priorities for the year:

“Changing lives through inspirational learning with exceptional support”

We will:

- Enable a vibrant and sustainable economy
- Support better opportunities for children and young people
- Empower individuals to live healthy, fulfilling and independent lives
- Strengthen communities
- Enable the development of a greener, more resilient future.

Key deliverables:

We will demonstrate the impact of our service delivery through:

- The achievement of the service’s planned contributions to Council priorities (2024-25 Annual Plan, Appendix E)
- The achievement of the service’s funding and income targets, evidencing effective recruitment and delivery to learners and apprentices
- The delivery of strong outcomes for learners and apprentices, that are at or above national rates
- The successful progression of learners and apprentices into further learning, into sustainable employment or within employment

Key activities, including:

- English (including English for Speakers of Other Languages), numeracy, and digital skills. Cross-cutting fusion (soft) skills that are required across the whole spectrum of the local economy. Vocational skills and qualifications, including apprenticeships. Enabling residents who are seeking employment or economically inactive to return to the workplace by providing access to new skills and vocational pathways.
- Skills, qualifications and apprenticeships that support the early years and school sectors. Opportunities for parents, guardians, and carers to improve the physical, intellectual, emotional, and social development of children and young people.
- Careers support that prepares learners well for their next steps. An effective personal development curriculum. An independent living skills programme that enables people with disabilities and/or learning difficulties to access learning and work and to live independent lives. Use of learner and learning support funding to enable adults to access learning. A comprehensive programme of online learning that overcomes the barriers to accessing learning in Norfolk. Supporting, through learning, the wellbeing of our residents, including through social prescribing.
- Making courses accessible to residents by locating them in the heart of Norfolk’s communities, including online. Increasing the digital skills and confidence of adult residents. Supporting the integration of ethnic minority communities through the delivery of English for Speakers of Other Languages, employability, and life skills, including family learning. Championing Equality, Diversity, and Inclusion, the Fundamental British Values, as well as Safeguarding and Prevent.
- ‘Green’ skills curriculum pathways and qualifications that support the sustainability agenda. A programme of environmental awareness courses. Delivering our services with environmental sustainability in mind.
- Continuing to gain external assurance of our approach and outcomes through our engagement with external organisations and the successful implementation of quality improvement initiatives that progress the service we provide to residents towards outstanding.

Key risks on Risk Register:

- Teaching staff terms and conditions review destabilises the service
- Changes to national funding policy, including devolution of the Adult Skills Fund (Adult Education Budget) in 2025-26, or failure to achieve funding target place service income at risk
- Ofsted inspection leads to reduced grade (November 2023 Good)

Vital signs and targets (please indicate if this is an existing or new metric):

- Number of registrations on qualification programmes. 2024-25 academic year target: 2,200. This metric was introduced in the 2023-24 academic year.

Key budget headings:

Adult Learning does not yet have its 2024-25 funding allocations, so these numbers will be adjusted once available.

Academic year 2024-25 (August 1st 2024-July 31st 2025) as at January 2024:

- ❖ Adult Skills Fund (ASF)(replaces Adult Education Budget/AEB) and National Skills Fund(NSF): £4,194,938
- ❖ Student Loans: £104,386
- ❖ Tuition fees: £241,432
- ❖ Apprenticeships: £765,813

(subject to external allocation and income variations and performance-related increases/decreases in-year)

Financial year 2024-25:

- ❖ Adult Learning Multiply delivery: £350,000

Adult Learning Curriculum 2024-25

Qualifications:

- Functional (basic English, including English as a Second Language (ESOL), maths and digital skills) and vocational qualifications from entry level (basic knowledge and understanding) to level 5 (foundation degree equivalent)
- Knowledge; skills; attainment; and employability skills
- Targeting residents who either do not have the basic skills and professional qualifications they need to progress, or who are seeking to reskill and retrain and/or progress into further learning and employment, or who are economically inactive and, with encouragement and support, could return to the workplace
- Fully funded for eligible learners, subject to Government criteria, with an element of tuition fees and student loans for other learners
- Each qualification attracts a funding tariff and 20% of the funding for each learner is earned on achievement of the qualification.

Apprenticeships

- A fast-growing, high-quality programme across a variety of employment sectors that meets the needs of Norfolk employers and residents
- This programme provides entry to sustainable employment for apprentices and opportunities to develop new and higher-level skills for those who are already in employment
- The service's apprenticeships programme addresses local priorities by contributing to the creation of a skilled workforce and supporting employers to plan and deliver their business strategies.

Tailored Learning

- Tailored Learning provides opportunities for residents who are the furthest from education and/or employment or who need support through learning, to reengage with learning, grow and progress with confidence, including into employment.
- These non-regulated or non-accredited courses aim to break the cycle of low achievement and renew and rebuild confidence and capacity to achieve and progress.
- This programme:
 - Enables an individual to gain confidence, motivation, knowledge and skills and supports progression into further learning, qualification programmes and/or employment.
 - Empowers people to live well independently.
 - Enables families to support their children and break intergenerational cycles of poor outcomes.

- Strengthens communities.
- Supports, through learning, the wellbeing of our residents, for example, through mental and physical wellbeing and healthy lifestyle programmes, as well as creative courses.

Multiply

- A wide range of numeracy interventions, including both outreach activities and substantive courses, that target adults who are not qualified in maths or who have below Level 2 (GCSE-equivalent) skills.
- These courses are designed to:
 - Increase confidence with numbers
 - Help people use numeracy to manage their money
 - Support employers to improve the numeracy skills of their workforce
 - Support people who cannot apply for certain jobs because they lack the required numeracy skills
 - Give parents the numeracy skills they need to both help their children and progress themselves
 - Improve the numeracy skills of prisoners, those recently released from prison or on temporary licence
 - Support care leavers
 - Engage the hardest to reach learners in the community
 - Provide additional relevant maths modules embedded into other vocational courses.

Self-Financed and Commercial Courses

- Courses that are self-financed by the learner or employer – completely outside the Government-funded system.
- No Government funding support, so tuition fee income must cover all costs.
- These courses target residents who are looking for personal development opportunities without the constraints of the Government-funded system and employers who are seeking high quality training for themselves or their staff.

Appendix H - Delivery of the Adult Learning Community-Based Vision

Adult Learning delivers its community-based vision through a combination of around 130 physical venues (63% of courses) and online learning (37% of courses).

Synchronous delivery enables learners to choose to join a course either as a classroom-based or an online learner, so the service has a range of courses where some of the learners attend a physical venue and other learners attend online. Adult Learning's synchronous delivery methodology is at the cutting edge of Further Education delivery nationally, and this widens participation in learning in Norfolk. It facilitates access to courses for residents in rural areas, who have a disability, who have caring responsibilities or who work shift patterns that prevent them from attending a standard course format.

Learners have welcomed these new opportunities, and in terms of service viability, larger class sizes (by combining classroom-based with online delivery) enable the service to continue to offer a broad curriculum.

The service has established dedicated training rooms in the following locations:

- Baseline Future Projects, Norwich
- Great Yarmouth Library (2 rooms)
- Hellesdon Construction Training Centre. Norwich
- Kings Lynn Construction Training Centre
- King's Lynn Library
- Millennium Library, Norwich
- NWES Rouen House, Norwich (2 rooms)
- Norman Centre, Norwich
- Swaffham Community Centre
- The Feed, Norwich

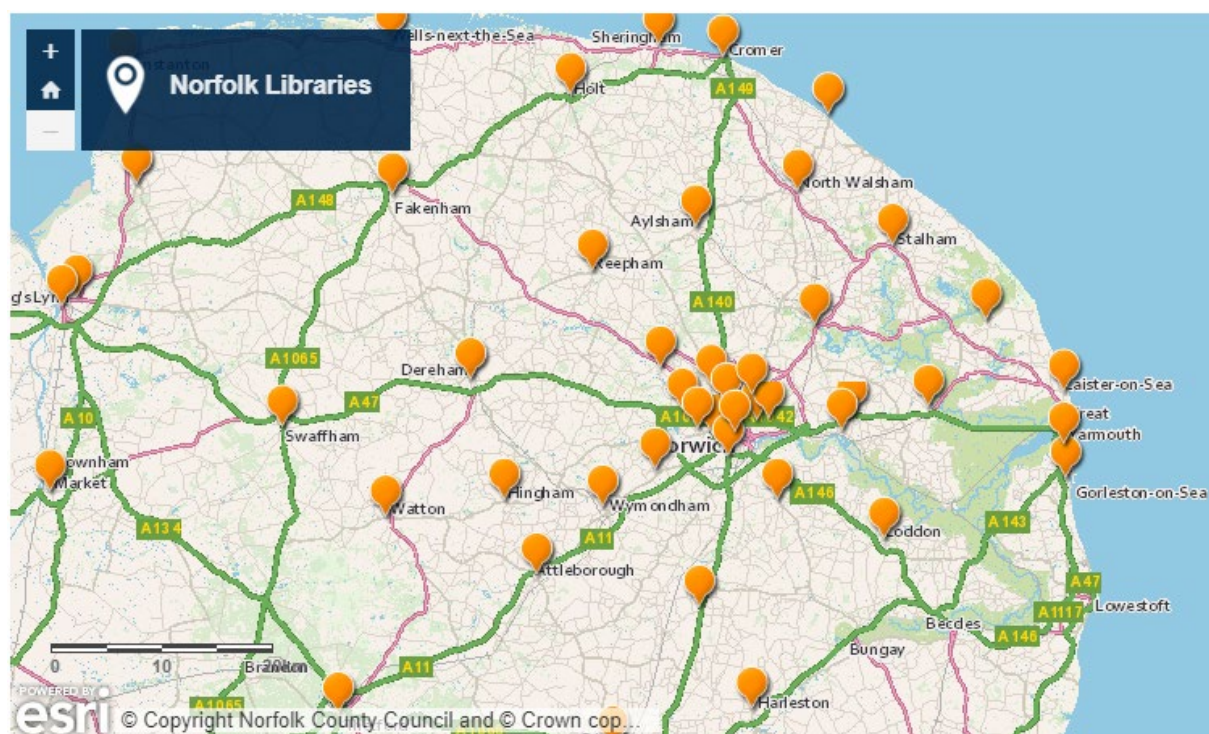
The service is also currently finalising arrangements for a dedicated Silversmithing and Jewellery training facility in Norwich.

In addition, the service is working with other community venues on an ad hoc basis and libraries across the county.

This map shows where Adult Learning currently delivers face to face courses in community venues across the county:



In addition, Adult Learning is able to deliver bespoke courses in all 47 libraries across the county:



List of Norfolk Libraries where Adult Learning is able to deliver:

Acle Library	Great Yarmouth Library	Poringland Library
Attleborough Library	Harleston Library	Reepham Library
Aylsham Library	Hellesdon Library	Sheringham Library
Blofield Library	Hethersett Library	Sprowston Library
Brundall Library	Hingham Library	St Williams Way Library
Caister Library	Holt Library	Stalham Library
Costessey Library	Hunstanton Library	Swaffham Library
Cromer Library	King's Lynn Library	Taverham Library
Dereham Library	Loddon Library	Thetford Library
Dersingham Library	Long Stratton Library	Tuckswood Library
Diss Library	Martham Library	Watton Library
Downham Market Library	Mile Cross Library	Wells Library
Earlham Library	Mundesley Library	West Earlham Library
Fakenham Library	Norfolk and Norwich	Wroxham Library
Gaywood Library	Millennium Library	Wymondham Library
Gorleston Library	North Walsham Library	
	Plumstead Road Library	

Here are the key libraries Adult Learning currently delivers courses at:

Attleborough, Cromer, Derham, Dersingham, Diss, Downham Market, Earlham, Gaywood, Gorleston, Great Yarmouth, Hellesdon, Hingham, Kings Lynn, Long Stratton, Mile Cross, North Walsham, Plumstead Road, Poringland, Swaffham, Taverham, Thetford, Tuckswood, Forum, Watton, Wroxham, Wymondham Library.

The following are Adult Learning community-based venues where the service has a dedicated training room or rooms:

Baseline Future Projects	Monday to Friday	NR5 8YD – Norwich Knowland Grove / Larkman / Bowthorpe
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**Hellesdon Construction
Training Centre**

Monday to Friday

**NR6 5DP – Norwich
Hellesdon / Mile Cross /
Drayton / Taverham**



**King's Lynn
Construction Training
Centre**

Monday to Friday

PE30 2HZ – King's Lynn



NWES – Rouen House

Monday to Friday

**NR1 1RB – Norwich
Central**



Norman Centre	Monday to Friday	NR3 2QZ Norwich – Mile Cross
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Swaffham Community Centre	Monday to Friday	PE37 7RB
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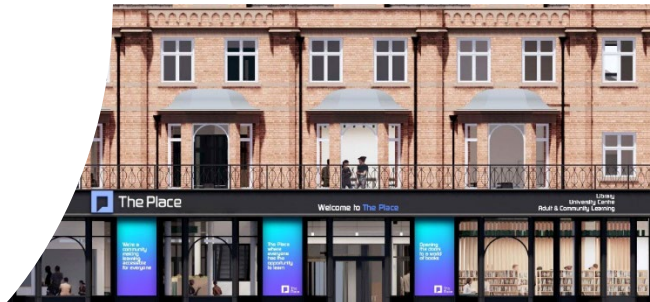
The Feed	Monday and Wednesday	NR3 3HX – Norwich Catton Grove / Mile Cross / Sewell
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Future dedicated Adult Learning community-based venues:

We are proud to be working with key Norfolk County Council projects in Great Yarmouth and King's Lynn, developing new Multi-User Community Hubs, where Adult Learning will have dedicated training facilities in the heart of the community.

The Place Yarmouth	Monday to Saturday – opening autumn 2024	NR30 1LU – Great Yarmouth
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Kings Lynn Hub	Monday to Saturday – opening 2025	PE30 1DL – Kings Lynn
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Adult Learning also uses a wide range of ad hoc community-based venues:

Acle Recreation Centre	Ad Hoc	NR13 3RA - Acle
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Aylsham Youth Centre	Ad Hoc	NR11 6BX - Aylsham
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Breckland District Council main offices	Ad Hoc	NR19 1EE - Dereham
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Charles Burrell Thetford	Ad Hoc	IP24 3LH - Thetford
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Charing Cross	Ad Hoc	NR2 1DN Norwich - Mancroft
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Cromer Community Centre	Ad Hoc	NR27 9HL - Cromer
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Cromer Merchant's Place	Ad Hoc	NR27 9ES - Cromer
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Diss Hope Church	Ad Hoc	IP22 4HG - Diss
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Diss Youth Community Centre	Ad Hoc	IP22 4EH - Diss
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Harleston Info Centre	Ad Hoc	IP20 9AB - Harleston
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Loddon Jubilee Hall	Ad Hoc	NR14 6NB - Loddon
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North Lynn Discovery Centre	Ad Hoc	PE30 2LA – King's Lynn
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Phoenix Centre	Ad Hoc	NR3 2LD - Norwich Catton Grove / Mile Cross / Sewell
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Sewell Park Academy	Monday to Friday (evenings) Saturdays	NR3 4BX - Norwich Catton Grove / Mile Cross / Sewell
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Sheringham Community Centre	Ad Hoc	NR26 8NP - Sheringham
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South Lynn Community Centre	Ad Hoc	PE30 5HE – King's Lynn
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Sprowston Diamond Centre	Ad Hoc	NR7 8TR Norwich – Sprowston / Old Catton / Heartsease
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Swaffham Assembly Rooms	Ad Hoc	PE37 - Swaffham
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Infrastructure and Development Select Committee

Item No: 8.

Report Title: Coastal Erosion and Flooding

Date of Meeting: 23 February 2024

Responsible Cabinet Member: Cllr Vardy (Cabinet Member for Environment & Waste)

Responsible Director: Grahame Bygrave (Interim Executive Director of Community & Environmental Services)

Executive Summary

This report forms an update to the 22 November 2023 Scrutiny report on Coastal Matters, where it was agreed that the issue of coastal erosion and flooding should be considered in further detail by this Select Committee.

The evidence base that articulates the climate change threat and predicts the impact on Norfolk, in terms of coastal erosion and flooding, is compelling and clear. The research and modelling referred to in this paper, are drawn from work carried out by the Tyndall Centre, UEA, and work undertaken by North Norfolk District Council as part of the Coastwise programme.

Norfolk Strategic Flooding Alliance (NSFA) has a key role in supporting integrated approaches to flood and coastal risk in Norfolk and it is through the NSFA, as well as directly through key stakeholders such as the District & Borough partners, that Norfolk County Council channels its support.

Coastal Partnership East (CPE), works on behalf of North Norfolk District Council, Great Yarmouth Borough Council in Norfolk, and also East Suffolk Council. CPE engages and supports communities to be prepared for, and be resilient to, coastal change. They work with partners, communities and businesses to develop coastal plans and policies.

Norfolk County Council, through the Norfolk Strategic Flooding Alliance supports the work of Coastal Partnership East.

Recommendations / Action Required west

The Select Committee is asked to:

- 1. Note the risk of coastal erosion and flooding to the County of Norfolk.**
- 2. Support the commitment that all tiers of government in Norfolk, including the County Council Cabinet, should continue to lobby central government for more funding for coastal erosion and flood prevention schemes.**
- 3. Continue to support the appointment of a Minister for the Coast, so that coastal communities have a champion sitting within government to focus on coastal erosion and flooding issues.**

1. Background and Purpose

- 1.1 The County of Norfolk has approximately 90 miles of coastline, including an Area of Natural Beauty, seal colonies, and coastal resorts, such as Cromer and Great Yarmouth. The county is home to 13 Nationally Significant Infrastructure Projects (NSIPs). It has a wealth of energy assets including offshore wind and the Bacton gas terminal and contributes a significant amount of energy for the rest of the UK. The county does, and will continue, to play a crucial role in the government's pledge to achieve net zero by 2050. But, with its low-lying landscape, Norfolk is uniquely vulnerable to flooding. Norfolk is tenth most at risk for flooding out of 149 local authority areas.
- 1.2 Norfolk and Suffolk produce a significant proportion of the UK's food (11% of total output, with the proportion as high as 50% for crops such as sugar beet), yet are vulnerable to extreme drought and flooding, both of which can affect food production and therefore food security.
- 1.3 The coastline is comprised of mainly glacial and interglacial deposits of sand, silt, gravel and clay, which offer little resistance to the wave action of the powerful North Sea. Consequently, the county has part of the fastest eroding coastline in North-West Europe. The traditional tourism destinations such as Hemsby, regularly hits the headlines and its community has suffered loss of several cliff-top properties and an access road during 2023. Happisburgh is regularly impacted by coastal erosion, with cliff falls and most recently, the closing of the beach access ramp in December 2023. Coastal erosion and flooding projects are constantly coming forward, along the length of the county's coastline, in an attempt to defend the county, its people and its infrastructure from the encroaching sea.
- 1.4 Norfolk County Council is not the statutory body for coastal flooding and erosion matters, but works with, and supports the partner organisations who carry that responsibility. Coastal Partnership East (CPE) undertakes coastal management services on behalf of North Norfolk District Council, Great Yarmouth Borough Council and East Suffolk District Council. CPE carries out a comprehensive programme of coastal schemes and engages

with communities to develop innovative adaptation and resilience approaches.

- 1.5 In order to manage the coastline, each stretch has a Shoreline Management Plan (SMP) which is a non-statutory plan for coastal defence management produced by the Environment Agency. The aim of an SMP is to provide a strategy for managing flood and erosion risk. There are three SMPs covering the Norfolk coast:

- i) SMP 4 Gibraltar Point to Hunstanton SMP 4 is managed by the Environment Agency

- ii) SMP 5 - Hunstanton to Kelling Hard
The Hunstanton to Kelling Hard SMP, informally known as the North Norfolk SMP, covers approximately 47 miles of coastline from Old Hunstanton in the west to Kelling Hard in the east. SMP 5 is managed by the Environment Agency.

- iii) SMP 6 - Kelling Hard to Lowestoft Ness
The Kelling Hard to Lowestoft Ness, covers the North East Norfolk and North Suffolk coastline and protect The Broads National Park from the sea. SMP 6 is led by North Norfolk District Council.

Agencies across Norfolk are consulted on by the Environment Agency as part of these SMP refreshes. The Environment Agency led SMP review is currently underway.

2. Proposal

- 2.1 This report provides information relating to the flooding and erosion threat to Norfolk's coastline and notes the potential further impact that will come about with predicted sea level rise and increase in extreme weather events, over the coming decades.
- 2.2 The coast of East Anglia is part of the fastest eroding coastline in North-West Europe with impacts on communities, infrastructure, economy and landscape.
- 2.3 Norfolk makes a considerable contribution to the rest of the UK in terms of energy production, food supply, visitor economy etc, which makes the resilience of the county to erosion and flooding, critical for the wider population. Norfolk is at the forefront of the climate change and how the county approaches that challenge, can provide learning for the rest of the UK
- 2.4 Norfolk County Council is not the statutory body for coastal flooding and erosion matters, but works with, and supports the partner organisations who carry that responsibility. Coastal Partnership East (CPE) undertakes coastal management services on behalf of North Norfolk District Council,

- Great Yarmouth Borough Council and East Suffolk District Council. CPE carries out a comprehensive programme of coastal schemes and also engages with communities to develop innovative adaptation and resilience approaches. CPE is a member of the Norfolk Strategic Flooding Alliance.
- 2.5 The County Council is one of a number of tiers of government in Norfolk that continue to lobby central government for more funding for coastal erosion and flooding schemes. The Council supports fairer ways of distributing existing national funding so that sparsely populated communities are not disadvantaged, as can often be the case with the current Environment Agency funding calculator. Furthermore, there is no national scheme to offer insurance for coastal erosion, in the same way that exists for flooding e.g. Flood-Re – a flood reinsurance scheme)
- 2.6 The Council also supports a proposal for a Minister for the Coast, so that coastal communities have a champion sitting within government who can take a holistic view of the challenges and opportunities that such communities face, especially coastal erosion and flooding. The Leader of the Council recently wrote to the Secretary of State for Environment, Food & Rural Affairs to pledge the Council's support for this.

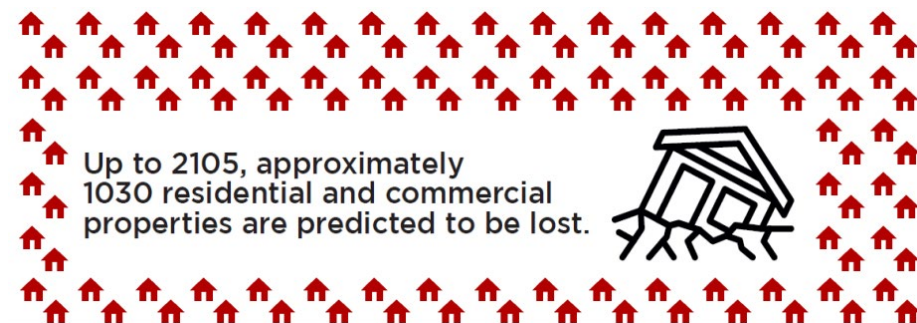
3. Impact of the Proposal

- 3.1 Unlocking funding will enable more coastal erosion and flooding schemes to be completed, so protecting more communities, the Norfolk economy, the environment and infrastructure.
- 3.2 More communities would be protected against the encroaching sea and residents and business owners would have more time to adapt to change.
- 3.3 A Minister for the Coast would give coastal communities a voice in Westminster to highlight coastal erosion and flooding. A commitment to such an appointment would give confidence that coastal issues are recognised at the heart of government and that solutions to the threats these communities face will be addressed.

4. Evidence and Reasons for Decision

4.1 Coastwise data & research,

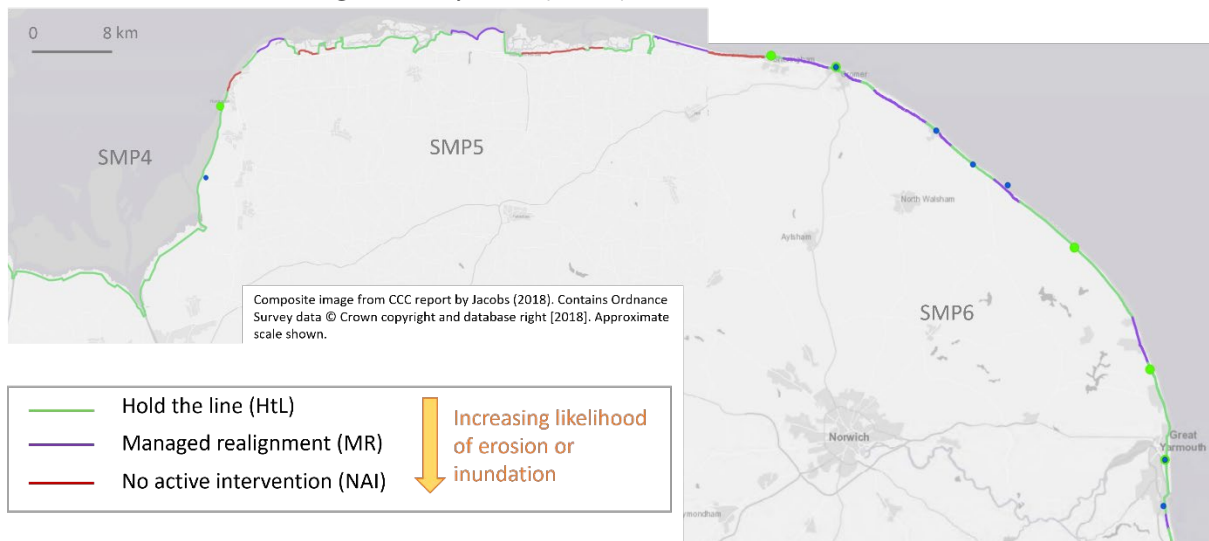
Coastwise is a North Norfolk initiative to transition and prepare coastal communities where the coast is eroding. Coastwise is a nationally funded scheme, through the Coastal Transition Acceleration Programme, funded by DEFRA and the Environment Agency.



4.2 Tyndall Centre Climate Change Risks

Coastal erosion & inundation

- Shoreline management plans (SMP) 4, 5 & 6



- 4.3 Coastal change at Hemsby - Photographs from 2003, 2013 and 2023.
Planning permission is in place for a rock berm, but funding is not secured.



2003



2013



2023 (further erosion has taken place since this photograph was taken)

4.4 Coastal change at Happisburgh





5. Alternative Options

- 5.1 If no more funding is secured, coastal communities will continue to be at risk of erosion and the impacts that will bring to communities along the coast.

6. Financial Implications

- 6.1 None arising from this report.

7. Resource Implications

- 7.1 **Staff:** The County Council provides staff resource for the Norfolk Strategic Flooding Alliance.

- 7.2 **Property:** none arising from this report.

- 7.3 **IT:** None arising from this report.

8. Other Implications

8.1 Legal Implications: None arising from this report.

8.2 Human Rights Implications: None arising from this report.

8.3 Equality Impact Assessment (EqIA) (this must be included): Expanding opportunities for all who live in Norfolk is vital - individual coastal erosion or flooding schemes will consider own EqIA impacts.

8.4 Data Protection Impact Assessments (DPIA): none arising from this report.

8.5 Health and Safety implications (where appropriate): none arising from this report. Individual coastal erosion or flooding schemes will consider own health and safety implications.

8.6 Sustainability implications (where appropriate): managing coast statement Sustainability is a key focus around mitigating the effects of climate change on Norfolk's population, economy, infrastructure and natural assets. We continue to work with partner organisations to harness expertise in supporting a sustainable approach.

8.7 Any Other Implications: Apart from those listed in the report there are no other implications to take into account.

9. Risk Implications / Assessment

9.1 Norfolk County Council is not the statutory body for coastal erosion and flooding but supports those organisations that carry that responsibility. It is important that County Council members lend their support by amplifying the messages of those managing coastal schemes and highlighting the threats of climate change to Norfolk.

10. Recommendations

The Select Committee is asked to:

- 1. Note the risk of coastal erosion and flooding to the County of Norfolk**
- 2. Support the commitment that all tiers of government in Norfolk, including the County Council Cabinet, should continue to lobby central**

government for more funding for coastal erosion and flood prevention schemes.

3. Continue to support the appointment of a Minister for the Coast, so that coastal communities have a champion sitting within government to focus on coastal erosion and flooding issues

11. Background Papers

11.1 Shoreline Management Plan [Shoreline management plans \(SMPs\) - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

11.2 Coast Protection Act 1949 [Coast Protection Act 1949 \(legislation.gov.uk\)](http://legislation.gov.uk)

11.3 Coastal Partnership East Business Plan [1629151.pdf \(coasteast.org.uk\)](http://coasteast.org.uk)

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Infrastructure and Development Select Committee

Item No: 9.

Report Title: Waste Service Review

Date of Meeting: 23 February 2024

Responsible Cabinet Member: Cllr Eric Vardy (Cabinet Member for Environment & Waste)

Responsible Director: Grahame Bygrave (Interim Executive Director for Community and Environmental Services)

Executive Summary

This report takes a look back at the achievements of the Waste Service and looks ahead to some of the challenges in a landscape of emerging new policies that will increase demands on Councils to deliver better environmental performance and a wider range of waste services.

The report highlights how the County Council continues to support residents in reducing the amount of waste they create, improve the opportunities for recycling and composting and drive down the amount of waste being sent to landfill.

Initiatives to help householders cut down the amount of food waste they produce, such as the Food Savvy partnership, reduce use of disposable single items and compost food waste at home all help to reduce how much waste enters the waste stream in the first place. While it is pleasing to see that Customer Satisfaction at the Recycling Centres went up again in 2022/23 we're not stopping there. Proposed improvements to the County Council's network of Recycling Centres are set to provide bigger and better facilities fit for the 21st century, where householders can reuse, recycle and compost a wider range of materials.

Ahead of us are a range of policies coming from central Government to encourage producers to take responsibility for the waste they create and make food waste composting available to all householders over the next few years and, while we don't know how these policies will bed in just yet, we can look forward to a step change in the management of Norfolk's waste over the coming years.

This report also provides an overview and update on the services delivered by the County Council in its role as the Waste Disposal Authority for Norfolk. This role includes the provision of recycling centres, the disposal of residual waste, and making payments to the District, City and Borough Councils to help support the costs of the recycling services that they deliver.

The County Council's waste policies which relate to this role are presented for review, and the report highlights that in 2022/23:

- Recycling rates decreased by 1.1% to 43.1% primarily due to reduced garden waste levels over a dry summer period.
- Customer satisfaction rates at recycling centres increased 2.4% to 85%.
- The amount of leftover waste reduced to 208,002 tonnes, equivalent to a 5.5% reduction on the previous year but still around 4% above pre-pandemic levels.
- 188,267 tonnes of waste were incinerated to generate energy, and 19,441 tonnes were disposed of to landfill.
- Fly-tipping was up by 2.8% to 11,058 reported incidents, with 54% of incidents that were a van size or larger. However, this figure was 1.8% lower than 2020/21.

The County Council's ongoing work on waste reduction is highlighted, such as helping householders reduce food waste, enabling residents to switch away from single-use items to reusable products and supporting home composting of kitchen and garden waste.

The County Council's campaign work with the Norfolk Waste Partnership to reduce waste and increase recycling is covered, as well as their work to standardise how we assess the carbon footprint of our waste management activities.

Action Required

The Select Committee is asked to:

- 1. Note and comment on the review including the County Council's current waste policies and emerging challenges in emerging national waste policy.**
- 2. In accordance with the County Council's second Waste Policy to review the arrangements outside Norfolk for the 'incineration of waste or fuel derived from waste' set out in sections 2.3.3 and 6.6.2 of this report.**

1. Background and Purpose

- 1.1** This report provides the opportunity to review the activities of the County Council in its role as the Waste Disposal Authority for Norfolk and the policies that it has in place that relate to that role.

2. Proposals

2.1 New Recycling Centres

- 2.1.1** The successful opening of both the Norwich North Recycling Centre and the Norwich South Recycling Centre in 2021 was part of an ongoing programme of upgrades and improvements to the recycling centre service.

- 2.1.2 A range of proposals are being developed to replace Recycling Centres services at Sheringham, Wymondham, North Walsham and Morningthorpe areas which would deliver improved, modern sites and offer better reuse facilities.
- 2.1.3 The layout of the proposed new Sheringham Recycling Centre is shown in Figure 1 below.



Figure 1: Visualisation of the proposed new Sheringham Recycling Centre

2.2 Recycling Centre Service

- 2.2.1 Each year Norfolk County Council measures customer satisfaction at the recycling centres through an online satisfaction survey. Our sites continue to provide a good service to the residents of Norfolk with 85% of respondents stating that they are very satisfied or fairly satisfied with the recycling centres, a 2.4% increase on the previous year. Positive comments included the helpfulness of the staff and how well the centres are run.
- 2.2.2 Annual Household Hazardous Waste Day Events took place in September and October 2023, across seven weekends, in challenging conditions due to the heat. There was a significant increase in tonnages collected this year, with over 326 tonnes of hazardous waste accepted, a 32% increase on the previous year. Visitor numbers were also high, with over 12,000 vehicles recorded over the seven weekends.
- 2.2.3 The busiest event was at Norwich South Recycling Centre, which opened in 2021, with over 2,300 visits across the weekend. However, waiting times were generally lower than in recent years partly due to increased staffing and the assistance of traffic management systems at three recycling centres.

Most of the material collected was water-based paint, no longer in usable condition. However, 100 tins of unopened, good quality water-based paint,

weighing approximately 200kg, has been donated to the Benjamin Foundation in Norwich for families on low income.

- 2.2.4 The County Council's nineteen recycling centres are operated by Norse Environmental Waste Services Ltd (NEWS) via a service level agreement contract. Through Norfolk Employment Services (part of Adult Social Services), NEWS has been able to offer work placements at recycling centres to individuals with learning difficulties or disabilities that are preventing them obtaining long term employment. As part of each work placement the other members of the site team offer mentoring and support, and following successful placements NEWS has also been able to offer permanent employment.
- 2.2.5 Following work placements three individuals have joined recycling centre teams on permanent positions, one day per week and there are two further placements underway at Caister and Thetford. Although not all placements turn into permanent positions, the teams are proud to continue to support this programme and the benefits that it offers.
- 2.2.6 In 2022/23 the recycling centres achieved a diversion rate of 71.8%, with 28.2% sent for treatment and disposal as general waste alongside waste collected by the District, City and Borough Councils. This diversion rate included 36,956 tonnes of material that was recycled, which was made up of: 21,435 tonnes of 'dry' recycling; 14,187 tonnes of composting; and 1,334 tonnes of reuse (which together generate a recycling rate of 60.4%), combined with 6,979 tonnes of timber that was processed by specialist energy recovery.
- 2.2.7 The County Council's reuse shops received and sold more items than ever before in 2022/23. An estimated 1,328 tonnes of material was given a second life which is a 28% increase in overall reuse at recycling centres compared to the previous year. In addition, the income generated by reuse increased to £427,000 in 2022/23 which is a 126% increase. This means our annual donation to the Big C Cancer Charity from reuse sales has risen proportionately and more money can go towards offsetting the cost of delivering the recycling centre service.

These improvements reflect the increasing availability of reuse facilities and developments in how they are run, including:

- Following the opening of the Norwich North and Norwich South Recycling Centres in 2021, both sites opened their own large new reuse shop at the start of 2022.
 - Most reuse shops now test and sell a wide variety of electrical items which are suitable for reuse, significantly increasing the sales of electrical items by over £40,000 in 2022/23.
 - A county wide promotional campaign and new reuse shops [Facebook page](#) launched in 2023:
- 2.2.8 The County Council has been considering the introduction of booking systems at Recycling Centres. A decision on this proposal will be considered by Full Council which meets on 20 February 2024, as part of the budget setting

process. A verbal update on this can be provided at the Select Committee meeting if required.

- 2.2.9 A proposal to reduce opening hours at some Recycling Centres to deliver a more consistent approach, in line with neighbouring authorities, is also being considered. However, any such proposal will require consultation before any decision is brought to the County Council's Cabinet.

2.3 **Residual Waste**

- 2.3.1 Prior to the Covid-19 pandemic, the amount of leftover rubbish collected by Norfolk's councils was typically around 200,000 tonnes a year. However, this surged to just over 219,000 tonnes by the end of 2021/22, equivalent to an 8.8% increase over two years. This sharp increase was due to the effects of Covid-19 on consumer behaviours and an increase in work from home practices, which led to an increase in waste in Norfolk that was comparable to increases seen by other councils across the country.
- 2.3.2 Though the amount of leftover rubbish reduced to 208,002 tonnes in 2022/23, indications for 2023/24 are that levels will be either similar or will modestly increase. Whilst some reduction from the levels reached during the pandemic was expected, longer term changes in working from home practices since the pandemic may mean that higher waste levels are sustained.
- 2.3.3 A contract with Veolia to deal with 180,000 tonnes of leftover rubbish per year is based on incineration at the Rookery South Energy Recovery Facility near Stewartby in Bedfordshire. After an unsettled and complex first year of operations, landfill diversion achieved through this contract significantly improved in 2022/23. An agreement with Suffolk County Council for use of the Great Blakenham incinerator also ensured over 20,000 tonnes of leftover rubbish was diverted from landfill and used to generate energy. These arrangements will continue until March 2027 but could be extended for up to a further two years.
- 2.3.4 In 2022/23 a short-term contract variation to deal with additional waste arising since the pandemic saw over 5,000 tonnes of waste used to create Refuse Derived Fuel. More information on the landfill diversion performance of these arrangements is detailed below in section 6.6.2.

2.4 **Waste Reduction**

- 2.4.1 Composting at home is the most environmentally friendly way for householders to manage their kitchen and garden waste and to support this the Council offer a subsidised home compost bin scheme, available for home delivery or to pick up from a recycling centre.

To supplement this, the Master Composter volunteer programme has been active since 2006, providing support through a network of trained volunteers who, in return for training, act as composting ambassadors in their local community. Over the lifetime of the project the Council has trained 345 volunteers who have delivered over 14,000 volunteer hours. In 2023 a

programme of 14 home compost workshops were held across the county and delivered with our Master Composter volunteers.

- 2.4.2 Food Savvy (www.foodsavvy.org.uk) is a partnership of the County Council with the Suffolk Waste Partnership (all Suffolk councils) that helps householders reduce food waste by providing people with tips, recipes and lots of cumulative actions to help them make the most out of their food, throw away less and save money.

When assessed by weight, fresh vegetables including potatoes and salads are amongst the most wasted category and therefore were the focus of the 2023 Food Savvy campaign “Mission Food Savvy”. The campaign consisted of a social media campaign, out of home advertising and was amplified by libraries and community fridges.

Food Savvy also participated in national household food waste reduction initiatives such as Food Waste Action Week (organised by WRAP) and Eat Your Pumpkin campaign (organised by Hubbub). Locally, Food Savvy is amplifying the food waste reduction message by offering training to groups who work in the community such as the Multiply team as well as supporting a network of eighteen community fridges across the county, one of the largest networks in the country.

- 2.4.3 Single-use products such as plastic bottles, disposable coffee cups and lunch packaging are common sources of litter and rubbish which can easily be avoided. The County Council joined the national Refill campaign (www.refill.org.uk) in February 2023, enabling people to find nearby locations to refill reusable bottles, cups, and containers using the free Refill app, instead of buying items with disposable packaging. As a result of the Refill Norfolk campaign, 66 new Norfolk businesses and public buildings now offer refills, bringing the total number of Refill locations to over 500 in Norfolk. During the campaign over 750,000 people saw Refill messages on Norfolk buses, social media and mobile phone advertising, promoting reusables and the many local places to refill, see (www.norfolkrecycles.com/refill-norfolk).

2.5 **Payments to Districts and Others for the Recycling They Collect**

- 2.5.1 In 2022/23 the County Council made payments of around £9.75m to the District, City and Borough Councils, which are referred to as recycling credits. These payments, which are detailed in the table below, were for the recycling they collected, such as mixed dry recyclables, food or charged for garden waste collections. The largest changes last year were that 11,263 tonnes less garden waste was collected and that the amount of mixed dry recyclables collected reduced by 5,339 tonnes.

Waste Collection Authority	Tonnes	£
Borough Council of King's Lynn and West Norfolk	26,669	£1,760,149
Breckland Council	21,009	£1,413,739
Broadland District Council	25,673	£1,736,176

Great Yarmouth Borough Council	12,427	£844,134
North Norfolk District Council	20,540	£1,285,007
Norwich City Council	17,396	£1,181,724
South Norfolk Council	23,457	£1,525,038
Total	147,170	£9,745,882

- 2.5.2 In 2022/23 the following payments were made by the County Council to charities, parish councils and other organisations for the materials they collected in each Waste Collection Authority area as below.

Waste Collection Authority Area	Tonnes	£
Borough Council of King's Lynn and West Norfolk	189	£12,457
Breckland Council	239	£15,786
Broadland District Council	505	£33,379
Great Yarmouth Borough Council	144	£9,476
North Norfolk District Council	610	£40,238
Norwich City Council	393	£25,890
South Norfolk Council	117	£7,707
Total	2,197	£144,943

2.6 **Norfolk Waste Partnership**

- 2.6.1 The Norfolk Waste Partnership is how all Norfolk's councils (ie the District, City, and Borough Councils together with the County Council www.norfolkrecycles.com/about) work together to provide efficient and complimentary services and to help ensure a collective focus on shared interests, such as:

- Reducing waste (www.norfolkrecycles.com/reduce-my-rubbish).
- Increasing recycling (www.norfolkrecycles.com/bins-at-home/my-recycling-bin).
- Fighting the scourge of fly-tipping (www.norfolkrecycles.com/communityaction/fly-tipping-report).

- 2.6.2 The NWP worked together on targeted communications to take 2023 Christmas messaging to residents across Norfolk. Adverts went out in print, on social media and also activity sheets to primary schools and libraries across Norfolk. The targeted communications team of officers are now planning the 2024 Easter campaign, 'Everything but the Egg'. Easter is a great time of year to talk to residents about recycling as so much packaging at Easter can be easily recycled.

- 2.6.3 The NWP has started to work to agree a single, Norfolk wide, measure of carbon footprint as it relates to waste management. The work is examining the carbon impacts at all stages of the waste management cycle and compare it to financial outputs for future comparisons. The work would enable the carbon footprint impacts of future proposed service changes to be understood, while partnering with the Norfolk Climate Change Partnership will improve carbon literacy. Meetings and formation of working groups will commence in February 2024.

2.7 **National Policy Considerations**

- 2.7.1 DIY Waste - In June 2023 Government announced plans to limit charges for householders disposing of DIY waste at recycling centres across the country. This led to a change in legislation in November 2023 and, as of 31 December 2023, householders can:
- Take a maximum of two 50 litre sacks or one item, which should be no more than 200cm x 75cm x 70cm in size, of DIY waste per visit free of charge.
 - Make four single visits with DIY waste per household in any four-week period.
- 2.7.2 Extended Producer Responsibility (EPR) delayed and Simpler Recycling - The Government has announced that payments to councils for EPR have been delayed until October 2025. The Department for Food and Rural Affairs (DEFRA) have also announced a delay in giving details of the value of the payments although no timescale has been given for when they can be expected.
- 2.7.3 Announced as part of the EPR, 'Simpler Recycling' was announced in October 2023. As a result of which:
- a) Co-mingled recycling - Collection of co-mingled recyclables to be allowed to continue to allow councils to offer just three bins for dry recycling, food waste and leftover rubbish.
 - b) Minimum dry recycling collection requirement - A clear minimum set of dry recyclables collected for households by March 2026 (and for most businesses by March 2025), with plastic film to be added by March 2027.
 - c) Garden waste - No requirement to make household garden waste collections free of charge.
 - d) Food waste – weekly food waste collections for households to be implemented by March 2026 (for most businesses by March 2025). For household collections finance will be provided for the roll out of new schemes and the running costs of all schemes. Anaerobic Digestion is the preferred option but In Vessel Composting will be accepted. DEFRA are currently liaising with Waste Collection Authorities about compensation for establishing new collection rounds. This funding is available for Collection Authorities where food waste collections already exist.

- e) Recycling credits – plans to overhaul the recycling credits scheme have been pushed down the road to focus on the EPR.
- f) Bulky waste charges - concerns about bulky waste charges being at risk for Waste Collection Authorities have been dismissed. The issue will only relate to producer take back systems, with the same principle to be applied to electrical items too.

2.7.4 However, some concerns have been raised nationally by different groups:

- a) Business collections – given the decision to implement this a year earlier for businesses than for households, Waste Collection Authorities collecting mixed recycling from their businesses will need to be ready by March 2025. It's also not clear what incentives will be in place to encourage businesses to do this.
- b) Processing capacity and end markets – given the significant change (particularly in food waste collection) there are concerns whether there will be capacity nationally to process the significant increases in food waste and viable markets for the compost produced.

2.8 **County Council Waste Policies**

- 2.8.1 Full Council agreed twenty waste policies on 15 December 2014 (minutes and the agenda of that meeting are available here: [Full Council, 15 December 2014, 'Waste Advisory Group Policy and Strategy Recommendations', p38 on the agenda and p9 on the minutes](#)). The twenty policies relate to the County Council in its role as a Waste Disposal Authority and are listed in 'Appendix A: Waste Policies of the Waste Disposal Authority' and were developed as a combination of nine key objectives established by the Norfolk Waste Partnership, with additional considerations from the County Council, showing a clear emphasis on waste reduction, reuse, recycling and recovery.
- 2.8.2 The County Council provides a free service for household waste from householders for items such as garden waste, furniture, carpets, general waste, electrical items, cardboard, paper, metals, textiles and cooking oil, with a full list available on its website at: <https://www.norfolk.gov.uk/rubbish-recycling-and-planning/rubbish-and-recycling/types-of-waste-we-accept>
- 2.8.3 As indicated in 2.7.1 above, the Government changed rules to allow for more DIY waste to be accepted free of charge at Recycling. DIY waste over this free allowance will still be charged for and can be disposed of through the Council's Pay As You Throw Service at all recycling centres. Prices are set to cover the cost of handling, transport and disposal or recycling of these materials and a guide to the service can be found at www.norfolk.gov.uk/diywaste. An annual price review will be carried out in March 2024.
- 2.8.4 There are also policies to:
 - a) Provide a charged trade waste service for small businesses Monday to Friday.

- b) Provide services for hazardous waste via annual Household Hazardous Waste Days.
 - c) Accept a limited amount of litter from organized litter picks.
 - d) Provide a recycling centre service where over 90% of residents are within a twenty-minute drive of a recycling centre where economically practicable.
- 2.8.5 The County Council, as Waste Disposal Authority, is required to pay a reasonable contribution towards a Waste Collection Authority's costs (i.e. a District, City or Borough Council), if it is directed by the County Council to deliver the residual waste it collects to a place that is unreasonably far from its own administrative area. The County Council's Cabinet on 06 December 2010 agreed that, following a consultation with the Waste Collection Authorities in Norfolk, that a payment may be made where the distance to such a point is more than five miles beyond the administrative area of that authority.
- 2.8.6 Currently no such payments, which are referred to as tipping away payments, are made for waste collected from households as the Waste Collection Authorities in Norfolk are provided with delivery points within, or just outside their own administrative areas.
- 2.8.7 The County Council has a policy to pay community groups for the material they collect for recycling at rates that increase at 3% a year, in a similar arrangement to the payments it makes to the District, City and Borough Councils in Norfolk for the materials they collect for recycling.
- 2.8.8 The County Council's waste policies, as outlined above and detailed in 'Appendix A: Waste Policies of the Waste Disposal Authority', provide a clear and stable set of justifiable principles for procurements and service development, and furthermore mean that the County Council is well positioned to respond to the development of national policy. The policies also help ensure that the County Council is providing an efficient and convenient service for its customers, including the public and all the District, City and Borough Councils in Norfolk.

3. Impact of the Proposal

3.1 Recycling Performance

- 3.1.1 Recycling rates in Norfolk reduced by 1.1% to 43.1% in 2022/23. The main reason for this was a large drop, compared to the previous year, in the amount of garden waste due to a prolonged period of dry weather in the summer months. Levels of recycling of other materials remained broadly consistent with previous years.

3.2 Waste Volumes

- 3.2.1 The amount of all waste collected by local authorities for in Norfolk rose by around 8% over the course of the pandemic and reduced by around 7% in 2022/23 to levels still slightly higher than those observed prior to the pandemic.

3.3 Fly-tipping incident numbers

- 3.3.1 There were 11,058 reported fly-tipping incidents in Norfolk in 2022/23. This was 2.8% higher than 2021/22 and 1.8% lower than 2020/21. These year-on-year fluctuations are in line with those observed in the data over the last decade and are unlikely to reflect any observable upward or downward trend. Nationally figures between 2021-22 and 2022-23 remained almost the same. Following the release of these new figures we will be doing a comparison of local, regional and national data. For reference, the eastern region also showed an increase in incidents of 4%.
- 3.3.2 The percentage of incidents that were recorded as being a small van size or larger was around 54% which compares with around 50% in recent years, and at around 75% the number of incidents that related to materials that could have been accepted free of charge from a householder at a recycling centre (i.e. items such as garden waste, electrical items and white goods, items of household waste and black bag waste), was fairly stable.

4. Financial Implications

- 4.1 The capital programme of recycling centre improvements and waste transfer station upgrades is dependent on future capital funding allocations.
- 4.2 Uncertainty about future behaviour changes of consumers, combined with uncertainty about the rates of economic growth and development and future prospects for working from home habits, mean that future service volumes and costs are hard to predict.
- 4.3 Recycling Credits, Extended Producer Responsibility and 'new burdens'.
- The role of recycling credit payments was expected to change from April 2024 as the Extended Producer Responsibility (EPR) scheme came in. However, Government has decided to push back the introduction of the EPR scheme for household waste to April 2026, and to delay reviewing the role of the Recycling Credits scheme until a later date.
- There is also uncertainty on 'new burdens' funding linked to national changes on waste policy, which it appears will be based on formulas linked to local authority groupings based on rurality and deprivation. And in terms of funding from producers via an Extended Producer Responsibility scheme, it is expected that this funding would be linked to considerations around the effectiveness and efficiency of a council's services, but it is uncertain how such payments would be made or when they would start.
- 4.4 Commodity prices affecting values of recyclable items remain volatile and hard to predict, whilst costs of processing some items like timber and garden waste could go up further and the introduction of a tax on incineration remains a risk.
- 4.5 The County Council's waste service costs are affected by indexation risk, for example in relation to the Consumer Price Index or Retail Price Index, as well as by determinations on the national living wage and pay. Due to the scale of the costs of waste services, e.g. budgets for residual waste services of around

£27m and for recycling centres of around £7m, the effects of these risks can be considerable.

- 4.6 The changes in legislation relating to the acceptance of DIY waste at Recycling Centres, as discussed in more detail at 7.1 below, could increase operational costs by around £1m per year.
- 4.7 Ensuring compliance with the Environment Agency's guidance on the storage and processing of waste containing persistent organic pollutants (POPs), as discussed in more detail at 7.2 below, could add costs of around £1m per year.

5. Resource Implications

- 5.1 Staff:** None arising from the report.
- 5.2 Property:** None arising from the report.
- 5.3 IT:** None arising from the report.

6. Other Implications

6.1 Legal Implications:

Section 2.7 of the report outlines expected national policy directions, which are expected to lead to legislation changes that would directly affect the County Council in its role as a Waste Disposal Authority.

6.2 Human Rights Implications:

No implications arising from the report.

6.3 Equality Impact Assessment (EqIA) (this must be included):

There are no implications arising directly from this report. As we develop proposals for new Recycling Centres or consider amendments to existing services, an EqIA may need to be carried out and any impacts on individuals and communities would need to be taken into account in any decision-making process.

6.4 Data Protection Impact Assessments (DPIA):

No implications arising from the report.

6.5 Health and Safety implications (where appropriate):

No implications arising from the report.

6.6 Sustainability implications (where appropriate):

- 6.6.1 In 2022/23 the County Council's recycling centres achieved a diversion rate of 71.8%, which included 36,956 tonnes of materials that were recycled, made up of: 21,435 tonnes of 'dry' recycling; 14,187 tonnes of composting; and 1,334 tonnes of reuse (which together generate a recycling rate of 60.4%), and 6,979 tonnes of timber that was treated by specialist energy recovery.

The countywide recycling rate for household waste decreased by 1.1% to 43.1% in 2022/23. The County Council's recycling centres recycled 39,956 tonnes of material, and around 147,170 tonnes of recycling was achieved by

the District, City and Borough Councils, which the County Council contributed £9.7m towards to help meet the costs of collecting and processing the materials they collected.

- 6.6.2 The County Council's second waste policy requires that arrangements for the 'incineration of waste or fuel derived from waste' outside Norfolk 'should be reviewed by Committee on an annual basis' (this is one of twenty policies that relate to the County Council in its role as a Waste Disposal Authority and which are listed in 'Appendix A: Waste Policies of the Waste Disposal Authority').

In relation to this requirement the arrangements for the financial year 2022/23 are summarised in the table below with further information about the arrangements provided in section 2.3.3.

Process	Veolia	Suffolk County Council	PSH Environmental	Total
Energy from Waste	142,988t	24,393t		167,381t
Refuse Derived Fuel	15,308t		5,578t	20,886t
Landfill	19,441t			19,441t
Total	177,737t	24,393t	5,578t	207,708t

N.B. Overall total will not precisely match that given at 2.3.2 due to time lags when waste is in storage and natural moisture loss.

6.7 Any Other Implications:

Officers have considered all the implications which Members should be aware of. Apart from those listed in the report above and below, there are no other implications to take into account.

7. Risk Implications / Assessment

- 7.1 DIY Waste: In relation to charging arrangements for DIY type construction and demolition waste, in 2021 a national study by the national waste charity Wrap, on the '[The Relationship Between Fly-tipping Rates and HWRC Charging](#)', concluded that there is no evidence that charging for DIY type waste pushes up fly-tipping rates.

Despite this conclusion, between April and July 2022 Defra held a '[Consultation on preventing charges for DIY waste at household waste recycling centres and call for evidence on booking systems at household waste recycling centres](#)' which included a proposal to allow householders to freely dispose of up to small amounts of DIY waste a week, whilst also indicating that no additional funding would be provided to councils to meet the cost of this proposal if it were to become a requirement.

New legislation outlined in section 2.7 and 2.8.3 came into force on 31 December 2023. The financial or operational implications are not yet fully

known as this will depend on the volumes of waste brought to the recycling centres by customers and due to the recent introduction of the change no significant data is yet available. Prior to 2018 Norfolk County Council had a free concession of one bag or one item per week of DIY waste at recycling centres, using this historic data it is estimated that additional costs could be around £1 million per annum.

7.2 Persistent Organic Pollutants in Domestic Seating

In August 2022 the Environment Agency highlighted a requirement for the treatment by incineration of upholstered domestic seating in waste (for example: for example sofas, sofa beds, armchairs, kitchen and dining room chairs, stools and foot stools, home office chairs, futons, bean bags, floor, and sofa cushions), as these may be items that contain fire retardant treatments that include 'persistent organic pollutants', also referred to as POPs. The requirement for disposal by incineration, and not landfill, is to help prevent the release of such chemicals into the environment and to ensure that this is the case arrangements are to be made to keep these types of items separate from other waste materials, even if they are all to be disposed of at the same incinerator.

Some larger Recycling Centres have begun to store POPs waste separately to other materials and work is ongoing to understand the feasibility of doing so at other sites.

Arrangements to have POPs waste shredded, so that it is suitable for incineration, would add additional cost and complexity to operations that are yet to be fully quantified. In particular, shredding operations must have specific and rigorous measures in place to help prevent the release into the environment of any dust arising from the shredding process.

7.3 Financial Risk:

As explained in section 4 above, there are several key financial risks that arise from current operations, which include:

- a) Capital programme: affected by increases in construction costs and uncertainty on material availability affecting timescales.
- b) Service volumes: longer term working from home habits, behaviour changes of consumers combined with the effects of economic growth and development remain difficult to predict.
- c) Commodity values: affecting the value of materials collected for recycling.
- d) Processing costs: items like timber and garden waste could go up and the introduction of a tax on incineration remains a risk.
- e) DIY Waste: possible increases in costs as detailed earlier in the report.

7.4 National Policy Implications

As indicated earlier in the report, a range of national policy interventions covering food waste, recycling and recycling credits payments are in the pipeline. However, delays in issuing guidance have increased the sense of financial and operational uncertainties for local authorities and the extent to

which national policy will succeed in reducing the amount of waste we create and improving recycling and composting performance remains to be seen.

8. Actions required

The Select Committee is asked to:

- 1. To note and comment on the review including the County Council's current waste policies.**
- 2. In accordance with the County Council's second Waste Policy to review the arrangements outside Norfolk for the 'incineration of waste or fuel derived from waste' set out in section 6.6.2 of this report.**

9. Background Papers

None

Officer Contact

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Appendix 1 – County Council Waste Policies

At a meeting of the County Council on 15 December 2014 the following 20 policies were agreed. They relate specifically to the management of the residual Local Authority Collected Waste for which the County Council, as Waste Disposal Authority, is responsible.

1	Any proposed waste treatment facility in Norfolk will reduce dependency on landfill and must be further up the waste hierarchy than incineration.
2	Incineration of waste or fuel derived from waste is accepted outside Norfolk and any such arrangements should be reviewed by Committee on an annual basis
3	The delivery of area treatment plants to be facilitated by any procurement for residual waste services. Proximity to services should be a part of evaluating solutions
4	Waste Collection Authorities should have appropriate local delivery points within or very close to their areas as far as is practical
5	Operators of local delivery points should be incentivized to recover material for reuse and recycling from left over rubbish delivered by Waste Collection Authorities
6	The approach to the delivery of effective and affordable waste disposal and collection services in Norfolk should be reviewed with other local authorities
7	The County Council, as a part of the Norfolk Waste Partnership, will work with it in the development of policy, strategy and procurement decisions relating to waste services before they are implemented
8	County Council services and contracts should be developed in a way that would facilitate working as a virtual or actual combined waste authority or authorities
9	Plans and strategies are to be developed using reliable data and robust evidence to ensure the delivery of an efficient, effective and affordable waste management service that promotes the implementation of the most practical, social, environmental and economically acceptable solutions
10	To minimise as far as possible the residual waste requiring disposal
11	Services to treat residual waste are to support and allow for an increase in repair, reduction, re-use and recycling of waste
12	Processes to treat residual waste are to divert high levels of waste from landfill
13	To improve and increase recycling of waste and support improving the effectiveness of recycling collection systems
14	To work on reducing the growth in municipal waste by promoting waste and food waste reduction and reuse initiatives and education programmes

15	To promote waste awareness through public education and awareness campaigns and to develop the understanding of the full range of options available for dealing with waste including County Council Recycling Centres
16	Food waste collections by Waste Collection Authorities linked to treatment by anaerobic digestion process to be supported
17	Processes to treat residual waste must deliver guaranteed reductions in the costs of dealing with left over rubbish
18	Residual waste processes, including innovative solutions, must satisfy due diligence processes and be capable of securing funding or already operational
19	The County Council should explore the full range of funding options for the delivery of waste treatment services
20	The carbon footprint is to be part of the evaluation of any proposal to treat waste that the County Council is responsible for as a Waste Disposal Authority

Infrastructure and Development Select Committee

Item No: 10.

Report Title: Supporting Active and Sustainable Travel to School, including School Streets

Date of Meeting: 22 February 2024

Responsible Cabinet Member: Cllr Graham Plant (Cabinet Member for Highways, Infrastructure & Transport)

Responsible Director: Grahame Bygrave (Interim Executive Director of Community & Environmental Services)

Executive Summary

Supporting active and sustainable travel to school is a key priority for the County Council. The current funding landscape for all initiatives in this area is complex, as grant funding for supporting this work is often short-term in nature, very targeted (for example road safety focussed), or restricted to funding specific pilots (such as the Schools Street trial project).

However, across the County Council, there are already a range of tools and measures which are available to schools, many of which have been provided through previous successful grant funding bids. Officers are reviewing how this information can be made more accessible to schools.

In addition, there are a range of low-cost measures, many of which are outlined in this paper, which could be funded by schools, the Local Member Fund or other locally available funding. Officers will continue to explore further opportunities to bid for external funding to support active and sustainable school travel interventions, particularly where this could provide additional resources to support this work, as well as improving partnership working and enabling delivery on the ground.

Action Required

The Select Committee is asked to:

1. **Review and note that alternative options for enforcing the Robert Kett School Street are being reviewed, which will help inform the**

delivery of School Streets elsewhere in Norfolk, subject to external funding being secured.

- 2. Review and note the wide range of existing interventions available to schools, including those which are low or zero cost options, and that awareness raising of these will be undertaken.**

1. Background and Purpose

- 1.1 In Summer 2020, the government announced ambitious plans to boost cycling and walking, with a vision for half of all journeys in towns and cities to be cycled or walked by 2030. To achieve this vision, a £2 billion package of funding for active travel was set up for the subsequent five years. To date, just under £5m of Active Travel funding has been secured by the County Council to deliver a variety of walking, wheeling and cycling schemes across the county.
- 1.2 Active travel to and from school can play a significant role in increasing physical activity levels amongst children and supporting healthy weight, improved mental health and wellbeing, and supports learning (through helping to increase concentration levels). It can also reduce congestion, creating a safer, healthier, and more pleasant environment for everyone.
- 1.3 Norfolk County Council has a Sustainable School Transport Strategy, which sets out a vision that should enable every child and young person to fulfil their education potential by ensuring they are able to get to school or college in a safe and sustainable manner with ever increasing independence. Free transport to school is provided by the County Council to around 12% of the total school population (Reception to Year 11) who are eligible according to the Council's [Home to School and College Transport Policy](#), which reflects national legislation. Children and young people who do not qualify for free transport are required to travel to school / college independently or under the supervision of their parent / carers.
- 1.4 The Sustainable School Transport Strategy sets out that Local Cycling and Walking Infrastructure Plans (LCWIPs) being developed across Norfolk will target investment to create or upgrade footpaths, cycleways and crossings to encourage greater levels of walking, cycling and wheeling to schools. We also aim to secure measures that improve walking, cycling, wheeling and public transport links to schools through our role as a statutory consultee, providing advice to the planning authority on all new development proposals.
- 1.5 Every school in Norfolk previously had a travel plan aimed at reducing congestion at the school gates, encouraging more sustainable forms of travel on the school journey and promoting healthier lifestyles. Unfortunately, for many schools, these travel plans are no longer up-to-date or active.

- 1.6 In 2021, the County Council successfully secured funding of £1.4m from Government through the Active Travel Fund. As part of this funding award, £38,000 of funding was allocated to explore the viability of implementing a School Streets pilot in Norfolk, initially focussing on six schools. The establishment of more School Streets was a commitment set out by government in 2020 to enable more children to safely walk and cycle to school. A School Street is when the road or roads immediately around a school are temporarily restricted to motorised traffic at school drop-off and pick-up times when the school is open. Access is still maintained for local residents and essential services.
- 1.7 The Norfolk School Streets trial was delivered in partnership with Sustrans, who are experienced in working closely with schools, families and local communities and have delivered similar schemes across the country. The trial aimed to encourage all members of the school and local communities to participate and gain experience and knowledge which could then potentially be transferred to schools in a wider geographical area across Norfolk.
- 1.8 At the Infrastructure & Development Select Committee in March 2023, the committee was asked to note the interim outcomes of the School Streets trial and that different approaches to enforcement could be explored during the next phase of the trial, subject to outside funding being made available. The committee also commented on the need to see 'softer' options explored and asked that local members be kept informed of this and other interventions that can be aimed at encouraging more active and sustainable travel to schools. This paper provides an update on the School Streets trial and what other school travel interventions are available.

2. Proposal

School Streets

- 2.1 The School Streets trial has run since 2022 and only one of the six trial schools still has a School Street in place. This is Robert Kett Primary School in Wymondham, where volunteers from the wider school community support the road closure by manning the closure points with temporary barriers in the road that are removed once the school drop-off/pick-up has finished. An Experimental Traffic Regulation Order was put in place for each school that took part to cover the 18-month duration of the School Streets trial. At Robert Kett Primary School, this order was made permanent in November 2023 in order to allow the School Street to continue beyond the initial trial period.
- 2.2 However, since that time, the school has found it increasingly challenging to recruit and maintain volunteers to support the road closure, and unfortunately levels of abuse towards volunteers from drivers has increased to levels significantly higher than experienced earlier on in the trial. It is not therefore

possible to have volunteers every day of the week. On these days, although general traffic remains restricted past the school, some drivers are ignoring this.

- 2.3 Attracting and retaining volunteers to staff closure points and enforce a School Street has been found to be the most challenging factor in terms of establishing a School Streets outside a school, which was the reason for the trials at Dussindale Primary School and Browick Road Primary School not continuing beyond an initial operating period.
- 2.4 Regarding alternative options for enforcing a School Street, an alternative option is to solely rely on signage to advise drivers of the road closure and not have volunteers in attendance. Up to now, we have not had the opportunity to trial this at Robert Kett because the volunteer-led approach had been successful. However, we will now monitor the effectiveness of only using signage at Robert Kett on the days where there are insufficient volunteers to staff the closure points with temporary barriers.
- 2.5 A further enforcement option that does not require the recruitment of volunteers is the use of cameras, although there are currently no plans or funding available to trial this option.

Wider package of supporting measures

- 2.6 The School Streets trial has demonstrated that a wider package of supporting measures both hard (e.g. changes to the built environment such as signage, crossings etc) and soft (e.g. behavioural change measures) should also be considered. A tailored, 'whole school approach', being taken at each individual school, would help to encourage behaviour change but this requires multiple stakeholders to work together on this issue on factors such as funding, communication, monitoring and evaluation and knowledge transfer. These are all elements of the safe systems framework which outlines the need for safe vehicles, safe road use, safe speeds, safe roads and roadsides, which together with post-crash responses help work towards roads and traffic free from death and serious injury.
- 2.7 Many behaviour change interventions aimed at encouraging active and sustainable travel to school are already available within Norfolk and are delivered and funded through various partners including the Norfolk Road Safety Team, the Road Safety Trust, Public Health, Sustrans and The Bikeability. Example interventions include:
 - **Safe Journey Ahead** – teacher training aimed at Early Years Foundation Stage (EYFS) and Key Stage (KS)1 (to upskill and support teachers to incorporate road safety learning and active travel opportunities into the school curriculum). Sessions are free for schools, funded by Norfolk County Council Public Health.

- **Step On It** – online pedestrian training to help pupils to be safe and confident pedestrians, giving them the skills they need to become independent travellers. Sessions are free for schools, funded by Norfolk County Council Public Health.
- **Ride On It** – online cycle training for Key Stage 2 (KS2) pupils to help pupils to understand and encourage safe behaviours when being a road user and to enjoy active travel. Sessions are free for schools, funded by Norfolk County Council Public Health.
- **Bikeability** - aims to develop cycling skills at all levels, building confidence cycling on roads and preparing riders to deal with short journeys such as cycling to school or the local shops. Ultimately helping young people to develop independence and build important social skills all leading to a sense of wellbeing. Sessions are free for schools, funded by the Bikeability Trust.
- **Safe School Run Pledge** - school led campaign to promote responsible parking and a positive school gate environment, encouraging more children and families to cycle and walk to school. Sessions are free for schools, funded by Norfolk County Council Public Health.
- **Active Travel Survey** - a school tool to reflect on their active travel needs and sign post the school to active travel projects available. This is free for schools, funded by Norfolk County Council Public Health.
- **AtoBetter Programme** – this residential travel plan programme has an indirect impact on schools through working to improve sustainable travel options on new developments which are within some school catchments. Funded by housing developers.
- **Walking / Bike Bus** – this based around the concept of groups of pupils walking, wheeling or scooting to school together, accompanied by parents. Sustrans has free online tools to help get this up and running.

2.8 There are some potentially low or zero cost options that could be funded by the school, the Local Member Fund or through grant funding secured by the County Council or other partners. Examples include:

- **Air quality signage** – advisory signing to encourage car users not to idle their engines in the vicinity of the school.
- **Lining around the school** - for example the addition of school keep clear markings (sometimes referred to as zig zags) or other traffic management measures such as wig-wag lights, in order to prioritise pedestrians in the immediate vicinity of the school.
- **Shelters** - for parents waiting to collect their children.
- **Cycle or scooter parking** - such as cycle pods, minipods (scooter parking), Sheffield stands or bike shelters on the school site.
- **Noticeboards** - for sustainable travel information.
- **Newsletters** – engagement with parents / carers on active travel benefits. Could be effective at new intake evenings for example.
- **Travel Plan** – use Modeshift Stars to easily and quickly generate a bespoke travel plan for the school.

- 2.9 In terms of funding for larger scale interventions, such as new crossings, cycle lanes and pavement widening around schools, there is no specific funding set aside for this and delivery of these would be dependent on securing grant funding through programmes such as the Active Travel Fund from Active Travel England.
- 2.10 There is Travel Independence Training across Norfolk (TITAN), which offers young people with special educational needs and disabilities (SEND) support to help them become confident independent travellers. This has been shown to have positive effects on the lives of the young people trained, helping them to develop independence, confidence and skills.
- 2.11 Modeshift Stars is a web-based programme which helps schools to work through the steps of setting up their own school travel plan and enables them to be accredited as Bronze, Silver or Gold standard. All schools in Norfolk are able to access Modeshift Stars free of charge as the licence costs have been funded by the AtoBetter residential travel plan programme. It would be beneficial if all schools across Norfolk were using Modeshift Stars to generate their own travel plan but currently only a handful are. We are looking to see what support can be given to increase this number.
- 2.12 Data and evidence relating to school travel has a critical role to play in developing interventions that are appropriate, affordable and supported by the school and wider community. Officers will continue to use a combination of road safety data (e.g. showing where accidents have occurred), public health and activity related data, as well as congestion, pollution and other data (such as logs of complaints etc) to aide the prioritisation of interventions where funding is available.
- 2.13 There is a lot of support that schools can access to help support safe, active and sustainable transport to schools. However, many schools are not fully aware of this, so officers will be reviewing how awareness can be raised and support signposted effectively.

3. Impact of the Proposal

- 3.1 Monitoring will be undertaken to monitor the effectiveness of using only signage to enforce the existing School Street at Robert Kett Primary School. This will be measured against days when there are sufficient volunteers to staff the closure points. There will be engagement with the wider school community, residents and the Police as part of this and the findings of this will help to inform whether other enforcement options should be considered. This will also inform the consideration of any more School Streets in Norfolk, subject to external funding being secured.

- 3.2 Greater awareness and visibility of the support available to schools around supporting active and sustainable travel to schools will help to deliver this key ambition.

4. Evidence and Reasons for Decision

- 4.1 Further monitoring of the Robert Kett School Street is needed to identify the effectiveness of only using signage, or other enforcement options, in circumstances where no volunteers are available to support the road closure. This will inform whether this approach could be applicable at other schools in Norfolk, subject to funding being secured.
- 4.2 There is a wide package of supporting measures, both hard (e.g. changes to the built environment such as signage, crossings etc) and soft (e.g. behavioural change measures) that can help encourage more children to travel actively and sustainably to school. There needs to be greater awareness and visibility of this.

5. Alternative Options

- 5.1 Alternative options are to do nothing and not consider alternative methods of enforcing School Streets or raising awareness of the help and support schools can access to support active and sustainable travel to school. This would not further our understanding of delivering an effective School Streets programme and would miss an opportunity to engage with schools more effectively in terms of training and resources.

6. Financial Implications

- 6.1 The original School Streets trial was funded with £38,000 of Active Travel England funding. Funding is only available to cover ongoing monitoring. Any expansion of School Streets would require additional external funding to be secured.
- 6.2 Funding for supporting active and more sustainable travel to schools is often for short timescales, is very targeted (for example road safety focussed) or only able to be used for specific pilot projects (such as the School Streets trial). Officers will continue to explore all available opportunities for funding, particularly where this could provide additional resources to support this work, as well as improving partnership working and enabling delivery on the ground.

7. Resource Implications

Staff:

Existing staff resources will be used and we will look to involve partners as appropriate.

7.2 Property:

None.

7.3 IT:

None.

8. Other Implications

Legal Implications:

An Experimental Traffic Regulation Order (TRO) was in place as part of the original School Streets trial. For Robert Kett Primary School, this order was made permanent in order to enable the scheme to continue. Should further schools/locations be considered for School Streets style interventions as part of a wider package of measures, then a new separate Experimental Traffic Regulation Order would be required to support this at that location.

8.2 Human Rights Implications:

None.

8.3 Equality Impact Assessment (EqIA) (this must be included):

An EqIA assessment was prepared as part of the development of the proposals for the original School Streets trial to consider the potential impacts of the scheme on people with protected characteristics and this will be updated as appropriate depending on the outcome of the next phase of work. Age, disability, and pregnancy are the protected characteristics most affected by School Streets trials, with a largely neutral impact on those with other protected characteristics. Children and residents of all ages, as well as those with disabilities, particularly related to respiratory conditions, will strongly benefit from a safer environment around schools and improved air quality. Those that are elderly, pregnant and have very young children will also benefit from the safer and cleaner environment. For any schemes aimed at encouraging safer and more active access to schools, careful scheme design, effective engagement and regular monitoring and evaluation will seek to identify and mitigate any potential negative impacts brought about by restricting car traffic in these selected areas, such as potential relocation of additional traffic to other areas and the need to continue to access residential properties, as well as other education sites, healthcare, business, retail and other local services. Examples of mitigation include the provision of permits to enable access for local residents, school staff and school transport providers and local businesses. Access to healthcare facilities and other social services will be fully considered, as well as enabling public transport and emergency services to continue operating through the area.

8.4 Data Protection Impact Assessments (DPIA):

As part of any consultation or engagement that takes place for this project, any personal data will be removed and not included in any reports that are put into the public domain. Any personal data will be stored as per Norfolk County Council standards.

8.5 Health and Safety implications (where appropriate):

The proposals should create opportunities to improve road safety for all users.

8.6 Sustainability implications (where appropriate):

The spread of work done across a range of teams supports the delivery of sustainable, and safe travel options, and reflects the in-house ethos of the organisation, as expressed in the corporate Environmental Policy and Climate Change Strategy – Focus Area 3.

8.7 Any Other Implications:

None.

9. Risk Implications / Assessment

- 9.1 Risk assessments are carried out prior to any events or initiatives being implemented.

10. Recommendations

The Select Committee is asked to:

1. **Review and note that alternative options for enforcing the Robert Kett School Street are being reviewed, which will help inform the delivery of School Streets elsewhere in Norfolk, subject to external funding being secured.**
2. **Review and note the wide range of existing interventions available to schools, including those which are low or zero cost options, and that awareness raising of these will be undertaken.**

11. Background Papers

- 11.1 None.

Officer Contact

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Infrastructure and Development Select Committee

Item No: 11

Report Title: Forward Work Programme

Date of Meeting: 23 February 2024

Responsible Cabinet Member: N/A

Responsible Director: Grahame Bygrave (Interim Executive Director of Community and Environmental Services)

Executive Summary

This report sets out the Forward Work Programme for the Select Committee, to enable the Select Committee to review and shape it.

Action Required

The Select Committee is asked to:

- 1. Review and agree the Forward Work Programme for the Select Committee, as set out in Appendix A.**

1. Background and Purpose

- 1.1** This report sets out the Forward Work Programme for the Select Committee to enable the Committee to review and shape it.

2. Proposal

2.1 Forward Work Programme

The current Forward Work Programme for the Select Committee is set out in Appendix A, for the Committee to use to shape future meeting agendas and items for consideration.

2.2 Member Task and Finish Groups

The Select Committee previously agreed that, to help ensure a manageable workload, there will be no more than two Member Task and Finish Groups established by this Committee operating at any one time. There is currently one active Group – the Task and Finish Group look at the subject ‘Providing Highways and Transport Development Management Advice to Local Planning Authority’s in Norfolk’.

3. Impact of the Proposal

- 3.1 This report enables the Select Committee to shape agendas for future meetings so that it can include items which the Committee considers the most important to consider.

4. Evidence and Reasons for Decision

- 4.1 As above.

5. Alternative Options

- 5.1 The Committee can amend and shape the work programme.

6. Financial Implications

- 6.1 None.

7. Resource Implications

- 7.1 **Staff:** None.

- 7.2 **Property:** None.

- 7.3 **IT:** None.

8. Other Implications

- 8.1 **Legal Implications:** None.

- 8.2 **Human Rights Implications:** None.

- 8.3 **Equality Impact Assessment (EqIA):** N/A

- 8.4 **Data Protection Impact Assessments (DPIA):** N/A

- 8.7 **Any Other Implications:** None.

9. Action required

The Select Committee is asked to:

1. **Review and agree the Forward Work Programme for the Select Committee, as set out in Appendix A.**

10. Background Papers

11.1 None.

Officer Contact

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

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Forward Work Programme – Infrastructure and Development Select Committee

Draft agendas for the next three meetings.

Report title	Reason for report
13 March 2024 meeting	
Trading Standards Service Plan	To review and consider the policy elements of the Service Plan.
Climate Action Plans Tranche 3	To review the third tranche of action plans
Walking, Wheeling and Cycling Strategy	To receive the findings of the public consultation.
Countywide Local Cycling & Walking Infrastructure Plan	To review and consider the plan.
Highways and infrastructure services procurement	Review and comment on the proposals, process and timeline for the procurement of Highways and Infrastructure services to take effect from April 2026
LEP transition	For the committee to receive an update and make recommendations on the transition of the LEP into NCC
Forward Work Programme	To review and agree the programme.
15 May 2024 meeting	
Policy and Strategy Framework – annual report	To enable the Select Committee to understand the relevant Policies and Strategies for the relevant services.
Planning obligation standards	To consider the updated planning obligation standards
Local Transport: Delivery update	To provide Members with an update on the delivery of the Local Transport Plan. <i>Note: This item is subject to publication of new Government guidance.</i>
Creating Community Spaces: Norfolk's Library, learning and community hubs	To provide an update on the King's Lynn and Great Yarmouth hubs.
Forward Work Programme	To review and agree the programme.
10 July 2024 meeting	
Forward Work Programme	To review and agree the programme.