



Norfolk County Council

# Norfolk Learning Ambition 2024/25

## Outcomes and Achievements



July 2025

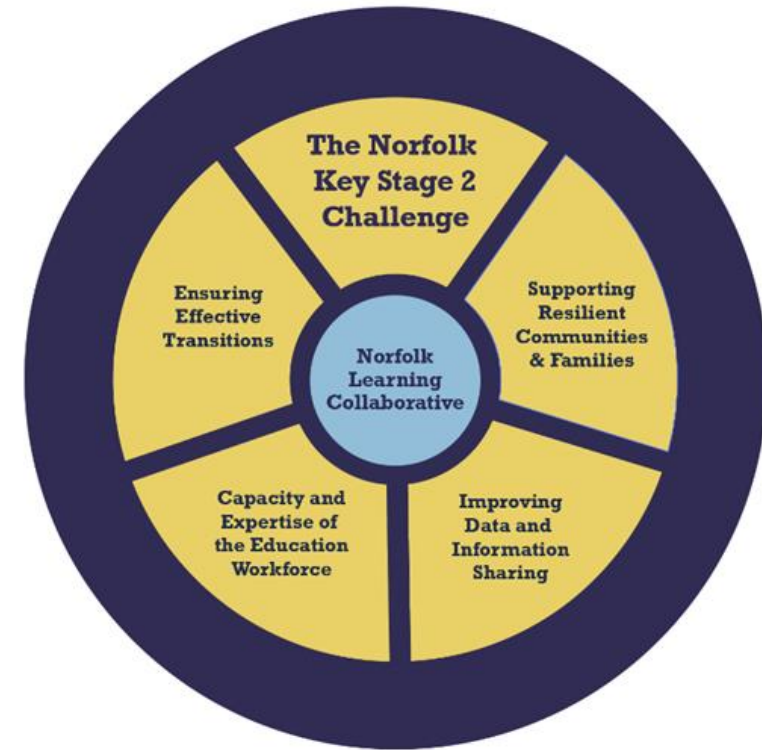
# Introduction

We want Norfolk to be a county where all children and young people can **flourish**.

**Our ambition is that all children and young people are achieving their full potential and developing skills which prepare them for life.**

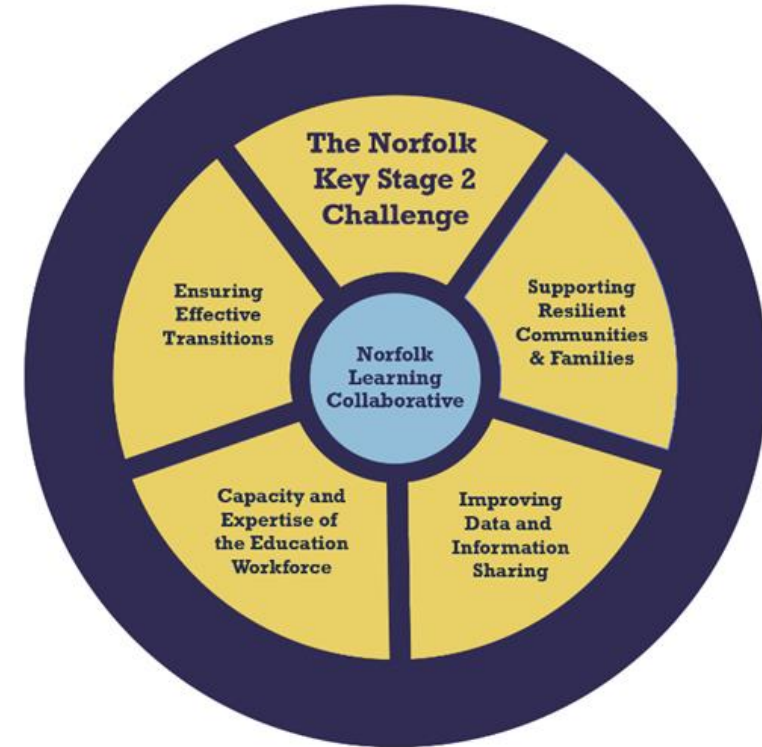
To achieve the Norfolk Learning Ambition, the Norfolk Learning Collaborative identified 5 key priority areas of focus for the academic year 2024/25. Over the year, sector-led task groups have driven a programme of collaborative activity around each priority. This document aims to summarise, share and celebrate their key achievements.

This work has benefited from a huge amount of system generosity. We would like to thank everyone involved and look forward to building on this success next year.



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# Key Achievements 2024/25



- Positive system- wide response to collaboration around the priority themes.
- Launch of KS2 Challenge platform with 3000 visits and a yearlong curation of system led offer, including over 20 'offers', two conferences, case studies and exceptional practice visits.
- Establishment of Norfolk Data Collaborative and development of tailored PDF zone and trust data packs
- Re-write and regrade of TA job descriptions, trial of a new L5 Specialist TA apprenticeship, enhanced CPD and apprenticeship areas on NCC website and resources to support Norfolk schools to recruit international students in shortage subjects.
- Publication of tiered wellbeing support alongside monthly peer to peer wellbeing groups and running Executive Headteacher Network
- Creation of reusable Yr7 transition workshop resources, development of a risk of exclusions tool to support transition and delivery of Merry Wanderers Drama Project.
- Customisable webpage templates allowing schools to signpost and highlight aspects of the local offer aligned to their local needs, self-serve CPD to support schools to build positive relationships with families and a FLOURISH curriculum to support young people to actively engage within positive family and school communities.

# Priority Area: The Norfolk KS2 Challenge

Aims	Deliverables
To impact positively on KS2 outcomes through uniting the whole system to respond to the Norfolk KS2 Challenge.	•KS2 Challenge 'launch' to include logo and own dedicated web page/ platform & system comms
Facilitate collaboration around a shared focus and act as a blueprint for future NLC determined priorities.	•A system-led curated KS2 'offer'
	•Platform with functionality to promote collaboration, share stories, case studies and experiences.
	•Case Studies sharing how KS2 outcomes are being addressed
	•Sector-led KS2 Challenge Conference Event
Key Successes and Impact	

## KS2 Challenge Launch and Platform

Following the identification at the September NLC meeting of KS2 as a key priority, a working party consisting of colleagues from within the NLC was convened to identify a core strategic offer and to determine the functionality of a platform that would facilitate collaboration and the sharing of collective expertise.

Within a half-term, the KS2 Challenge was launched in November 2024 with an initial curated offer and a platform designed, built and tested to enable colleagues to access offers from others, make an offer to work with others in the system, request support and share through case studies how they were working towards the Key Stage 2 challenge.

To pull together everything on offer in the system and to consider how their work may support the challenge, there has been ongoing engagement with curriculum hubs, other stakeholders and providers to ensure offers are showcased on the platform. This has led to collaborations between CCN and Wensum English Hub and the submission of case studies from the UEA.

A process has been established to manage offers from the system and ongoing monitoring has taken place throughout the year. There has been ongoing curation of the offer and case studies, regular comms to promote and regular maintenance and updating of site. All offers from the system have been followed up and showcased on the platform with the offer reviewed termly.

To date there have been over 3000 visits to the site, with the most traffic seen on the 'what's on offer page'. [Norfolk KS2 Challenge](#)

## System-led Offer

The KS2 Challenge has benefited from a huge amount of system generosity. There have been over 20 'free' offers from across 14 organisations, (5 MATS, NCC, 7 individual schools and academies and VNET). This has included:

- Working groups on securing rapid improvement, achieving exceptional outcomes at the end of KS2, using self review to improve outcomes, supporting a high-performance standards culture, and data, strategy and highly effective governance
- System's Leader training
- An EAL KS2 grammar intervention pilot project
- Access to subject leader and network days
- The offer of advice on assessment strategies for improvement
- Sharing of approach to professional development to impact improve teaching and learning
- UKLA Teacher reading group
- Two opportunities for KS2 Yr6 Moderator-led sessions (Norwich and West Norfolk)
- Two 'exceptional practice' school hosted visits
- Access to data and governance events

In addition, there has also been the submission of five case studies, curation of reading lists and the sharing of events and useful resources.

Work to consider how wider collaboration across the system could support outcomes has led to CCN working alongside the Wensum English Hub to explore how collaboration could enhance ITT and support Education and Early Years T-Level students to develop their practice in phonics. Training sessions are being planned for the Autumn term.

## Sector Led Conference Event

In July there will be two Leading for Impact events, one for primary and one for secondary. The primary event has a core focus on Leading for Learning. Both events are a true partnership effort, with colleagues from the system coming forward to share their expertise and practice at the event. Over 170 delegates are booked on each event.

Priority Area: Improving Data and Information Sharing

Aims
•Provide the ability for stakeholders across the education system, to take insight and intelligence from data intuitively, to help improve outcomes for young people in Norfolk
•School leaders feel enabled, via use of high-quality data, to question practice, pedagogy and standards in their schools
•Schools have improved confidence in using data to identify children's needs earlier and implement the right support, at the right time
Key Successes and Impact

Deliverables
•Engagement with stakeholders to establish data ‘Needs and Wants’
•Ensuring data standards align and facilitate collaboration with key partners (e.g. Schools, MATs, NHS, Police)
•Developing a clear data and analytics governance process, with firm agreements from stakeholders to share data
•Development of ‘Pilot’ analytics platforms allowing data to be shared easily, benchmarked and analysed
•Phased development of analytics platforms for sharing, benchmarking and analysis, in line with Education Data Authority (EDA) priorities
•Linking further datasets e.g. social care, education, health, police, housing

The Learning Ambition Taskgroup 3 has made significant strides including:

- the establishment of the Norfolk Data Collaborative (NDC), a free, inclusive network supporting data insight and intelligence across Norfolk’s education system. With representation from all school types and a growing membership, the NDC has generated a culture of collaboration and professional dialogue between data professionals from the system. Termly meetings, chaired by a MAT Data Leader and coordinated by NCC adviser, have spotlighted tools like Power BI and FFT, and enabled discussion around benchmarking and peer learning.
- delivered tailored PDF data packs for MAT Strategic Meetings and Zone Inclusion Partnership meetings, as ‘pilot’ analytics. These feature data from several teams and data sources to provide comprehensive data intelligence for those forums. Positive feedback from stakeholders, alongside suggestions for further development. Plans are in place for these to evolve into interactive dashboards over the next academic year.
- launched a Universal Data Support webpage to guide schools and LA teams in using data effectively. Providing links and guidance to common data sources for schools



Priority Area: Capacity and Expertise of the Workforce: Workforce Development

Aims	Deliverables
<p><b>Focus 1:</b> Improve the recruitment and retention of support staff in Norfolk</p> <p><b>Focus 2::</b> Secure the pipeline into teaching and education careers in Norfolk</p> <p><b>Focus 3:</b> Expand access to Teacher Training and CPD offers, which meet local need</p>	<ul style="list-style-type: none"><li>• Relevant and up to date JDs for support staff</li><li>• Development and promo of new pathways to demo TA career progression</li><li>• System collaboration to provide clear messaging to schools around the benefits of engaging with ITT</li><li>• Set up and run <i>ITT apprenticeship provider group</i> (to collaborate to overcome <i>barriers to engagement</i>)</li><li>• System collaboration addressing barriers to employment of overseas ITT students in shortage subjects</li><li>• Improved signposting to a curated selection of CPD by providers of quality</li><li>• Support maintaining engagement with DfE's Golden Threads (ITT, ECF, NPQs)</li></ul>
Key Successes and Impact	
<p><b>Focus 1: Improve the recruitment and retention of support staff in Norfolk</b></p> <ul style="list-style-type: none"><li>• <b>Recruitment:</b> Re-write and re-grade of family of TA JDs complete. TLA 1,2 and 3 went live in May on <a href="#">InfoSpace</a> TLA 1 downloaded 68 times, TLA 2 downloaded 48 times and TLA 3 43 times. HLTA 1 and 2, and the cover supervisor are done and live soon.</li><li>• <b>Recruitment and retention</b> through CPD/progression: Creation of new TA micro site providing a central source of curated CPD signposting for TAs and aspiring TAs, and a home for existing&amp;future TA pathways/progression routes, plus signposting for leaders to EEF strategic MBTA guidance and other TA support <a href="#">Teaching Assistant CPD - Norfolk Schools and Learning Providers - Norfolk County Council</a></li><li>• <b>Retention (pathways):</b> small cohort of 8 non-MAT schools trialling new (Jan 25) L5 Specialist TA apprenticeship (access to LAM/SEND levy share schools only), with NCC cited in employers involved in its creation <a href="#">Specialist teaching assistant / Skills England</a>. Ongoing consultation with NASSH around ways to capitalise on the SEND specialism within this.</li><li>• <b>Retention (pathways):</b> Collaboration with CCN and NASSH re: scoping of SEND pathway into teaching for TAs, based on L5 apprenticeship, to meet needs of the system.</li><li>• <b>Retention (Upskilling and career progression):</b> Improved apprenticeship area of NCC site, with 2 brands clear, links to case studies and resources. Resources in circulation, website soon: Apprenticeships Norfolk( MATs) NCC Apprenticeships (LAMs), update sept 25.</li></ul> <p><b>Focus 2: Secure the pipeline into teaching and education careers in Norfolk</b></p> <ul style="list-style-type: none"><li>• Half termly ITT apprenticeship provider group established by NCC and well attended by those operating in our county (7 organisations regularly attend), continuing into 25/26.12 placements sourced across providers through collaboration &amp; best practice shared.</li><li>• Regular system collaboration between NCC/Julian Hub/NSLA and Norfolk's 'big 4' ITT providers to support messaging about benefits of ITT engagement to schools. Multiple events, including termly webinars with a hot topic focus (ie ITAPs, Different ITT routes etc..) and resources (to be hosted on NSLA site). Attendance ranging between 10-20, with up to 40 signing up.</li><li>• New ITT micro-site to provide info about routes into teaching and the benefits of ITT partnerships, including videos for the Norfolk 'big 4' showcasing their talent. <a href="#">CPD Routes into Teaching - Norfolk Schools and Learning Providers - Norfolk County Council</a></li><li>• Use of new content to promote and signpost the benefits of ITT partnerships in the strategic development of school workforce: article in governor services newsletter and in ecourier 10/6/25: <a href="#">Developing Your School Workforce Through Initial Teacher Training (ITT) Partnerships: A Strategic Opportunity - Norfolk Schools and Learning Providers - Norfolk County Council</a></li><li>• HR guidance, web content and promo videos developed to overcome identified barriers to Norfolk schools recruiting international students in Norfolk schools, in shortage subjects, because of collaboration between UEA, NCC and HR. At this point in time 4/20 overseas students have secured posts in Norfolk, vrs 0/20 last year. HR guidance: <a href="#">Recruiting international teachers guide - Norfolk Schools and Learning Providers - Norfolk County Council</a> downloaded 7 times from infospace, but it is also on the NCC site (20 students in overseas cohort); articles: 1/5/25: <a href="#">Adding value to Norfolk's Education Workforce with International ITT students - Norfolk Schools and Learning Providers - Norfolk County Council</a> 15/5/25: <a href="#">Developing your workforce in shortage subjects: Time to look at international talent? - Norfolk Schools and Learning Providers - Norfolk County Council</a></li><li>• Creation of documents summarising ITT routes and quick reference guide of key features and expectations, by provider, for each route. Currently being populated, before branding <a href="#">Routes into Teaching - Google Drive</a>. Completion end of July, and hosted on ITT web area.</li><li>• Collaboration event facilitated between ITT providers and Special Schools to enhance SEND offers to ensure more SEND ITT placements offered (8/7/25)</li></ul> <p><b>Focus 3: Expand access to Teacher Training and CPD offers, which meet local need</b></p> <ul style="list-style-type: none"><li>• New CPD signposting web area including curated content for 3 core tiles: Local CPD Provider, National CPD Providers and CPD by theme, as well as blog links, CPD highlights, what works and the capacity to share CPD/flag a gap/ask for help</li><li>• EEF East Coast Collective for Coastal Schools proposal approved in principle by the Evidence Mobilisation Board, June 2025. <a href="#">EiA Proposal - ECC (for governance meeting) (1).docx</a></li><li>• Close relationship established with TSHs, to support targeted comms for LA schools around NPQs, in a challenging market (funding and place cuts); also supported by creation of a direct process for TSHs to submit directly to ecourier.</li><li>• Virtual school supports TAs through well attended (30+) termly TA Network termly meetings.</li></ul>	

# Priority Area: Capacity and Expertise of the Workforce: Leadership

Aims	Deliverables
<p><b>Area of Focus 1:</b> Senior leadership is seen as an attractive role/aspiration for the educational workforce, and seen as a viable and attractive career within the graduate market</p> <p><b>Area of Focus 2:</b> Appropriate support for newly appointed senior leaders in the first 18 months in post</p> <p><b>Area of Focus 3:</b> Flexible working options at senior leadership level are available, understood and accessible</p>	<p>Tiered, curated wellbeing signposting document</p> <p>Leadership collegiate Executive Head teacher network</p> <p>Professional reflection opportunities – coaching, peer to peer support groups</p> <p>CPD leadership pathway</p> <p>Collaborative design and promotion of bitesize leadership guides uploaded onto the Leadership support page of NCC website</p> <p>Recognition of HTs service</p> <p>A <b>HT induction programme</b> for all new HT's/Senior Leaders for first 18 months in post.</p> <p>A bank of case studies <b>of flexible models of co-senior leadership</b> published and promoted on NCC IT platform</p>

Key Successes and Impact
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**Area 1:**

Tiered, curated wellbeing support document for senior leaders, incorporating current leaders 'lived experiences' published and shared [via the NSLA website](#).

Executive Headteacher network facilitated by VNET, NCC, NSLA and the Diocese. This is a peer support network for all executive leaders offering support, advice and the forum to share best practice. Meetings have been well attended and provided termly opportunities to discuss topics chosen by the members of the network, such as leadership structures across multiple schools, succession planning, managing time and systems to ensure driving standards upwards.

NSLA have run a local ‘Teacher Tapp’ style survey monthly as well as an annual survey to all leaders in Norfolk to ascertain current concerns and offer responsive support.

Monthly peer to peer support groups have been set up by NSLA for newly appointed senior leaders; identifying need so an early response/support can be given (in addition to the fortnightly sessions for existing senior leaders which can also be accessed).

A new curated leadership [CPD signposting tile](#) has been uploaded onto the Leadership Support landing page of the NCC Schools web page

Governance ‘bitesize’ online leadership guide published [via the NSLA website](#).

The Virtual School have funded 6 places to targeted schools and HT on VNET ‘No Silver Bullet’ with positive feedback received .They have also worked with VNET to provide peer review with DTS (all HTs) with positive outcomes

CPD for leaders to Governing and Trust Boards (NPQs, Best Practice Network, National College, UEA, CMI) have been promoted via Governor Services.



# Priority Area: Ensuring Effective Transitions

## Aims

- To ensure that education transitions at all points support the continuing learning journey of all young people. Loss of learning time is limited so that progress is maximised.
- Young people, families and education providers are supported in enabling effective transitions.
- Mechanisms for collection of stakeholder voice and communication are in place.
- High levels of attendance are supported.
- NEET levels are minimised.

## Deliverables

- Year 7 workshop – pupil voice capture – resource creation for schools to use
- UEA/Merry Wanderers Drama project – initial Norfolk introductory sessions and CPD – secondary and primary
- Parent survey – findings report and implications to support future focus of work in this regard
- Investigation of Year 6-7 transition week standardisation – information gathering and 3 year plan to align
- Principles of Effective Transition – collation of all existing resources to create standardised version
- Preliminary work towards creation of Transitions Quality Mark
- TITAN Year 6 – further analysis with small group of schools taken from the overall participants leading to wider participation during this academic year
- Careers Education (CEIAG) developments aligned with 11-19 Strategy
- Effective Transitions – Literature review

## Key Successes and Impact

### Year 7 Workshops

- Pupil voice captured to inform future practice
- *Re-useable workshop resources* created and available to share (webpage)
- Publication of ‘*Young People’s Voice Report*’ included feedback on the transitions workshop
- *Full report* from Transitions Workshop (part of co-production day at Easton College) shared via e-courier and Transitions Webpage. Includes data analysis, examples of work produced by young people and recommendations for future actions.

### Parent Survey: Stakeholder Voice

- 500+ responses gave rich source of data
- Responses analysed to capture strengths and aspects for improvement/enhancement
- Report created: *full version and summary* to allow for appropriate sharing and encourage consideration of further actions

### Travel and Transport (TITAN)

- Increased participation of primary schools in *Let’s Go!* Programme for this year – more than 60 signed up and further promotion through publication of the TITAN report through ecourier and webpage
- Electively Home Educated young people joining secondary school – identification through admissions, support being offered through collaboration between TITAN and EHE team
- *Ready to Go!* Post-16 programme promotion through collaboration

### Risk of exclusions tool

- Further development and trialling of Risk of Exclusions Tool to facilitate identification of young people earlier to support mitigating action
- Collaboration with wider group of stakeholders to ensure work can be linked to specific outcomes and is driven by research-based principles. Join up across services including LFI, health and education
- Consideration of targeted intervention project using multi-disciplinary approach

### Merry Wanders Drama project

- Secondary and Primary Events hosted and support by LA/Transitions Core Group
- Follow-up recording created for wider sharing
- E-courier used to share information through the recorded session
- First Norfolk school signed up to be involved 2025-26. Sum/Aut dates booked.

### Joined up working

- CEIAG exploration and development work/collaboration
- Post 16 transition group Early Years – e.g. joining Year R report
- LFI / SEND
- Elective Home Educations

**Webpage creation** to celebrate successes, provide information and share resources linked to transitions

# Priority Area: Supporting Resilient Families

Aims	Deliverables
<p>The priority area aims to provide accessible support to help families become more resilient, ensuring they have the resources and guidance needed to navigate challenges effectively. It also focuses on enhancing and strengthening relationships between professionals and families, fostering a supportive and collaborative environment. Additionally, the project seeks to offer resources that empower school communities to FLOURISH, promoting overall wellbeing and resilience.</p>	<ul style="list-style-type: none"><li>•<b>Customisable webpage template (Supporting Families to Flourish)</b> allowing schools to signpost and highlight aspects of the local offer aligned to their local needs.</li><li>•<b>Self-serve CPD with case study illustration</b> to enable schools and settings to consider evidence-informed approaches to building and sustaining positive relationships with families within a current context.</li><li>•<b>FLOURISH</b> curriculum, with supporting guidance to enable effective teaching of the knowledge, skills and values children and young people need to actively engage within positive family and school communities.</li></ul>
Key Successes and Impact	
<p>Through the engagement of 3 High Schools providing a geographical spread and broad representation of needs, a pilot group was formed to secure co-produced resources with input from schools, families and young people alongside LA staff.</p> <p>CYP completed engagement activities via participation within their own schools and a workshop held in the County Hall Council Chambers.</p> <p>This project successfully delivered targeted support to enhance family resilience, strengthen connections between professionals and families, and empower school communities to FLOURISH. The key outputs—customisable webpage templates, self-serve CPD resources, and the FLOURISH curriculum—were designed to provide accessible, evidence-informed solutions to meet these objectives.</p> <p>Impact and Effectiveness</p> <ul style="list-style-type: none"><li>• <b>Accessibility:</b> The self-serve format of CPD resources and the customisable webpage design ensured ease of use for both professionals and families.</li><li>• <b>Sustainability:</b> By offering schools adaptable tools, the deliverables laid the foundation for ongoing engagement and long-term implementation.</li><li>• <b>Collaborative Strength:</b> The emphasis on relationship-building created stronger links between educators, families, and community resources, fostering a more unified support system.</li></ul> <p>With ongoing refinement and sustained engagement, these resources will continue to empower families and professionals in meaningful ways.</p> <p><u>Supporting Resilient Families - Supporting Resilient Families - Norfolk Schools and Learning Providers - Norfolk County Council;</u></p>	