

Changing Norfolk Through Learning



**Strategic Plan
2024 - 2028**



Our College

Where we are starting from

City College Norwich has constantly evolved over its over 133 years of educating the Norwich and Norfolk community. Over the past few years, that evolution has been significant following two mergers with Paston Sixth Form College (now Paston College) and the Easton campus of Easton and Otley College (now Easton College). Whilst City College Norwich has been the largest provider of further and higher education in Norfolk for many years, these mergers have provided additional responsibilities to North East Norfolk (via Paston College) and the land-based Agri-Food Technology sector (via Easton College).

In the 2022/23 academic year, City College Norwich was:

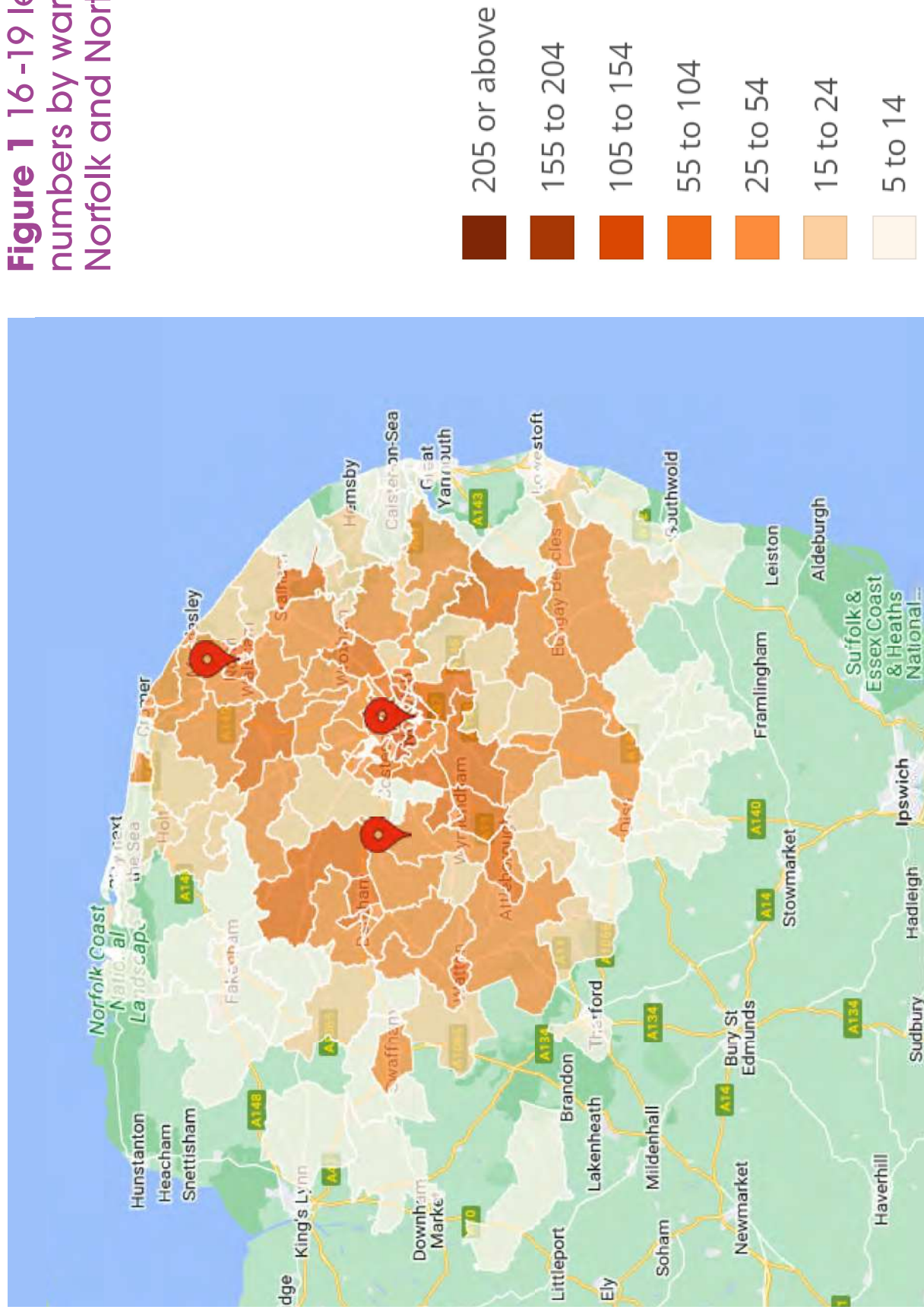
The largest provider of 16-19 learning in Norfolk, educating 31% of all Norfolk young people in education. In some parts of Norwich, the College educates almost 2/3rds of the young people. In other parts of the county very few young people attend the College.

The largest training provider of apprentices with Norfolk employers (totalling 1,230 apprentices), more than double the number of apprentices with Norfolk's next largest provider

The second largest provider of Adult Learning (for those aged 19+) in the county, but significantly, the largest provider of learning to young adults (those aged 19-23) in Norfolk.

A significant provider of Higher Education (including Higher Technical Higher and Degree Apprenticeships at Levels 4 and above) with over 94% of our HE students residing in Norfolk or North Suffolk prior to commencing their studies.

Figure 1 16-19 learner numbers by ward across Norfolk and North Suffolk



The College makes some key contributions to the communities that we serve in Norwich and Norfolk. Our curriculum offer is shaped by three key factors.

Breadth: Our College educational offer is the broadest and most varied of any college or academic institution in the region. This breadth is present both in subject area and level of study. The College has provision within all the 15 subject sector areas used to classify curriculum and from pre-entry to post-graduate levels. In particular for young people aged 16-19, the College offer provides significantly greater choice than young people have ever had in their educational journey at school. Many of our programmes are specifically designed to offer opportunities to individuals where no other provision may exist locally.



Inclusivity: The College has a diverse student and apprentice community and has developed specialist courses that exemplify our long-term commitment to being an inclusive college, seeking to serve all parts of the community. 2024 will see us celebrating 50 years of specialist provision for those young people with Special Educational Needs and Disabilities (SEND), an area in which we are a national leader. Across all our courses, students with disabilities and differences are supported to succeed through a wide range of support services. Our extensive programmes of English for Speakers of Other Languages (ESOL) have for decades served the diverse ethnic and cultural communities who have moved to our City and County and more recently, Unaccompanied Asylum Seeking Children (UASC), leading to our recent designation as a College of Sanctuary.



**CENTRES FOR
EXCELLENCE IN SEND**

Responsiveness: The College has evolved constantly to respond to the needs of the local and national economy. From 1950s, when Printing and the Boot and Shoe Departments were the College's largest, to our more recent investments in the DigiTech Factory (as a centre for digital technology and skills) and the Advanced Construction and Engineering centre (with a specialism in electric and hybrid vehicles), the College has constantly sought to understand the needs of local industries and employers and consider the skills and knowledge students and apprentices will need in the future of their industries.



Challenges

Despite the College's size and long-standing strengths, this strategic plan has been prepared against a backdrop of some key challenges.

Foremost amongst them is the **lack of investment in Further**

Education by consecutive governments over the past 15 years.

The Institute of Fiscal Studies notes that FE has seen the largest cuts in funding since 2010 of any sector of education and recent investments have not reversed that.² This has placed the College under significant financial strain and led to the College having to commit less money than we would have wanted towards resources for students and apprentices, in the up-keep and enhancement of our estate and in the functions that support the efficient operation of a large and complex organisation.

Despite every attempt by the College to avoid impacts on students and apprentices, it has not been possible to mitigate the impact of these financial pressures completely.

In addition, the College operates within a **wider Norfolk educational system** that whilst continuing to strive to provide every child and young person with even more impactful experiences, has long-standing challenges. The following provides a context for the system in which we operate:

- A negative gap between Norfolk pupils' attainment and national averages starts to appear in Year 1 and grows throughout the primary phase, with Key Stage 2 attainment in Norfolk amongst the lowest in the country.

- Average Attainment 8 scores at Key Stage 4 for Norfolk secondary schools have fallen to be in line with the national average but are consistently 2 points lower than East of England averages. The percentage of Key Stage 4 students achieving a 9-5 pass in both English and maths GCSE is 41.8% (2023 figures) compared to national average of 42.2% and East of England average of 45.4%.³
- The percentage of Norfolk children with an Education, Health and Care Plan (EHCP) and the percentage that receive SEND support at school are both above the national averages and increasing.
- Significantly more young people drop out of learning at 17 years old (i.e. at the end of Year 12) in Norfolk than nationally.
- Young people in Norfolk travel twice the average distance to Post-16 learning than the national average.
- Norfolk continues to have a significantly lower proportion of its resident adult population with qualifications at Level 4 and above than the national average.
- Post-pandemic, there have been significant increases in the numbers of young people reporting mental health concerns which impact on their learning.

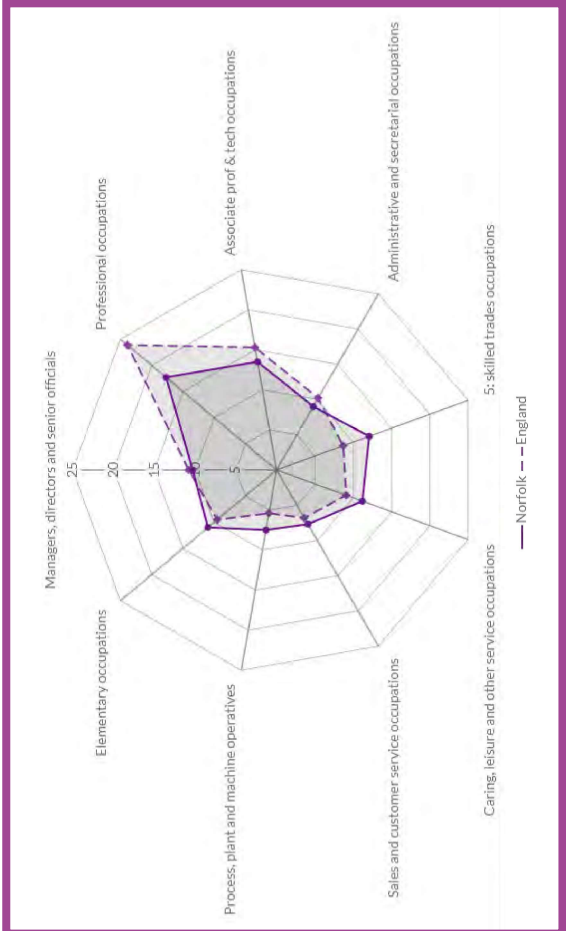
Many of these patterns of educational success are intertwined with **long-standing inter-generational areas of deprivation** within the Norwich and Norfolk communities. The College serves the majority of the young students and apprentices from many of these deprived communities and therefore we have a unique opportunity to alter their life chances and break the cycles of deprivation within communities.

² Annual report on education spending in England: 2023 (ifs.org.uk), Page 67

³ Source: [2023 Local Authority Interactive Tool](#)

The College plays a critical role in supporting Norfolk's economy and its employers. Norfolk's economy is characterised by a higher proportion of small and medium sized enterprises (11.2% compared to England average of 10%) and lower than average employment in the private sector (Norfolk has 75.1% employment in private sector compared to English average of 77.4%). Figure 2 below demonstrates that Norfolk has lower than average levels of professional and associate professional/ technical jobs than the England average whilst having higher levels of skilled trades and caring, leisure and service industries. This is reflected in Norfolk median annual pay being around 10% lower than the national average.

Figure 2 – Percentage employment by major group in Norfolk 2021/22 ⁴
Source: APS



Furthermore, Norfolk's employment by industry (figure 3) has higher than national average levels in sectors such as retail, accommodation and food services, health, manufacturing and construction and lower than national average levels in information and communication, professional, scientific and technical and business admin and support services.

Figure 3 - Percentage employment by Industry in Norfolk 2021/22
Source: IDBR



⁴ / 5 Source [Economy - UTLA | Norfolk | Report Builder for ArcGIS](#) (norfolkinsight.org.uk)

Our Vision and Mission



Our Vision

Changing Norfolk through learning



We are proud that across the 3 colleges there is over 600 years of combined educational commitment to the county of Norfolk. The reason our institution was created was to ensure that Norwich and Norfolk had excellent technical and academic educational opportunities and we remain committed to that going forward.

Whilst recognising the opportunities there are for colleges such as ours to play a role regionally, nationally and internationally, our primary focus is to make Norfolk a better place to live and work by enhancing the educational opportunities and achievements of the communities we serve. We see each student and apprentice as an individual, focussing on their individual learning journey and seeking to change their life for the better through learning.

For young people and their families: The College will be a place known for technical and academic excellence, providing inspiring learning that gets young people to inspiring destinations. It is also known to balance that drive for excellence with a commitment to inclusivity, valuing difference and providing opportunities for all young people to succeed and flourish.

For adults: The College will be a place which provides opportunities to learn that can enhance their lives and careers, unlocking new opportunities and overcoming barriers they may have to making their and their families' lives better. These opportunities can range from learning English, gaining short qualifications that unlock promotions or enhance CVs, studying alongside working or changing careers through intensive programmes. We will upskill and reskill the Norfolk community and be seen as a place where you can always "return to learn".

For employers and partners: The College's offer will continue to evolve to effectively meet the needs of businesses and the wider economy by supporting skills needs, both for current employees (apprenticeships, HE, adult upskilling) and for the future workforce (programmes for young people, adult reskilling). Employers value the contribution the College makes to their future success.

For staff: We will be a College where staff feel valued and recognised, leading to strong recruitment and retention of staff. Our approach will balance strong support for staff wellbeing and a culture of professional development with appropriately rigorous standards for all which contribute to a great student experience and high levels of staff satisfaction.

Our Mission

Challenging your thinking Inspiring your success Creating your future

We want every student and apprentice at the College to be challenged to think about their future differently, consider what is possible and be inspired to succeed when they may not previously have believed this. We reject the notion that Norfolk is a “low aspiration” area. We believe that our mission is to build upon our students’ and apprentices’ desires for a bright future and to inspire them to succeed. We provide them with a clear route to achieving their goals and the support and challenge they require to reach their targets. Our College is a stepping stone to their future and we are relentlessly focussed on what their next steps will be after College so that their future (and the future of Norfolk) is brighter because of their time with us.



The Principles That Guide Us

Our “ways of working” have helped shape how we work with each other and our students and apprentices for over a decade. They have been integral in helping to create the College we are today, focussed on each individual student’ and apprentices’ success and future and constantly challenging our staff community to seek improvements.

We have reviewed our “ways of working” and revitalised them for the next part of our journey. These “ways of working” will guide how we will work together as a college community to support our students and apprentices and how we will engage in partnerships for the benefit of the wider Norfolk community.

Our ways of working are:

- Collaborative and Inclusive
- Consistent and Responsible
- Open and Informative
- Respectful and Fair
- Kind and Curious

These “ways of working” underpin our interactions with each other as staff and are expressions of our commitment to our students, apprentices and the community we serve.

**Collaborative
& Inclusive**

**Consistent &
Responsible**

**Open &
Informative**

**Respectful
& Fair**

**Kind &
Curious**



Strategic Challenges & Themes

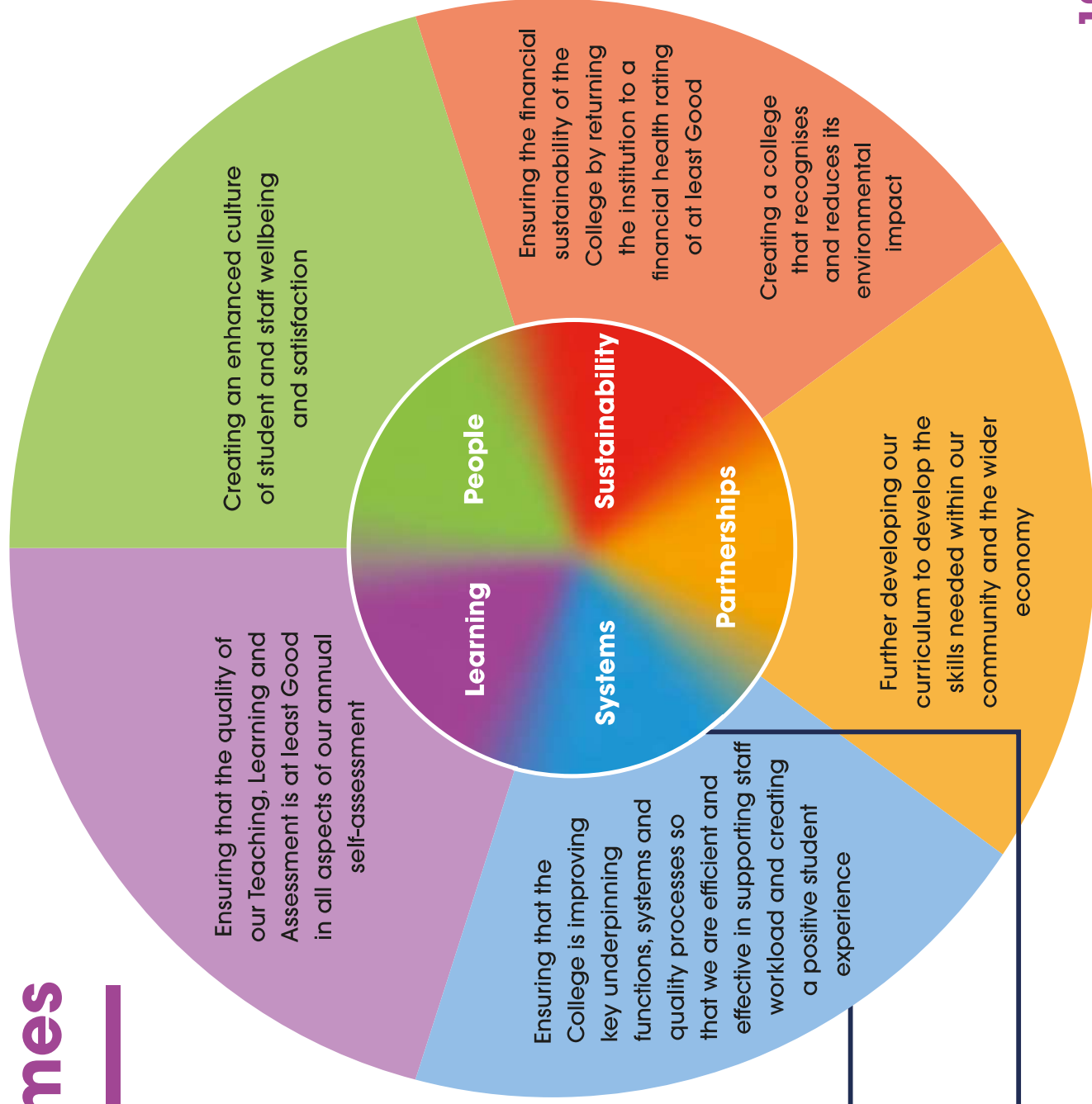
We have identified some key challenges for the coming 4 years. This Strategic Plan will be focused on responding to these.

This Strategic Plan is built upon 5 strategic themes which respond to these challenges. Each of these themes will contribute to us enhancing our mission and striving to change the lives of our students and apprentices for the better.

Challenges

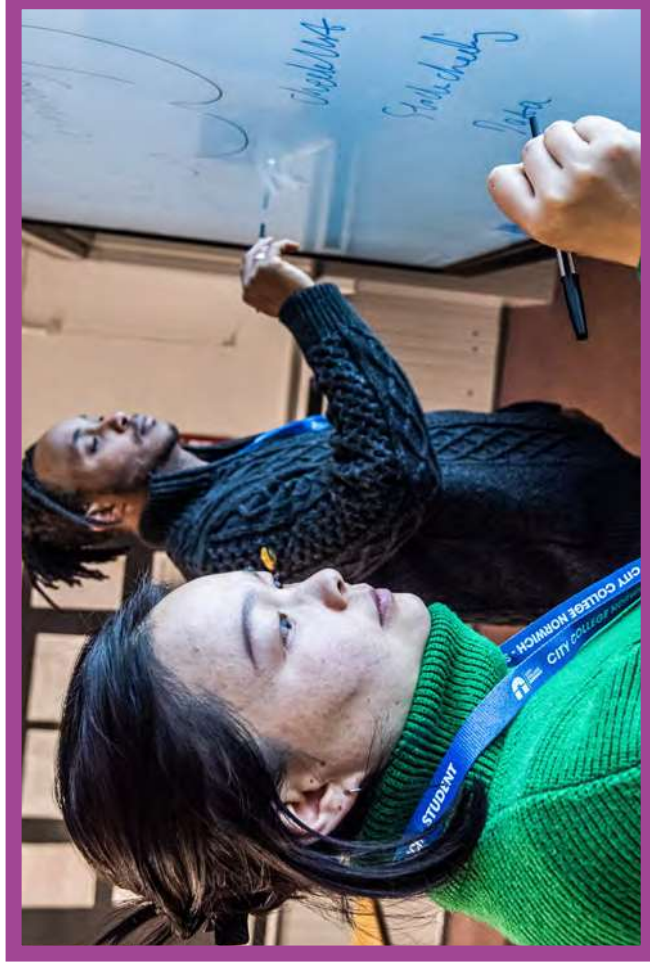


Themes



Learning

Everything we do is connected to our vision of changing individual lives and our community through learning. The breadth and diversity of our learning offer is a strength but also provides a challenge in describing the key purpose of each type of provision. This section outlines those key purposes and looks to identify areas for further development.



Education for young people: The College will continue to offer high quality programmes of study that stretch young people to obtain qualifications and grow their skills, knowledge and behaviours so that they can succeed in their futures. Our focus will be on growing the confidence and self-esteem of every student so that they can be inspired to consider progression opportunities that they may not have previously considered possible, and then to support and challenge them to drive towards their chosen destination. We value individual achievements over institutional success measures and will continue to be an inclusive College that recognises progress in all its forms.

Adult Learning: We believe that the College can do more to provide opportunities for Adult in our communities to return to learning, upskill within their chosen professions or pursue career changes. Therefore, we will focus on maximising the opportunities we can offer to the Norfolk community, working alongside key partners such as local and regional employers to ensure a coherent and wide-ranging offer is available in areas of technical and vocational specialism. In addition, we will continue to serve those individuals where learning can unlock their potential, through the literacy, numeracy and digital skills that underpin modern life and work.

Higher Education: The College will re-establish its place as the home of higher level technical and vocational learning within Norfolk. Serving students of all ages and specialising in those who are learning alongside work or to enhance career progression, our higher education will provide Norfolk individuals with accessible and impactful programmes, particularly at Levels 4 and 5 and utilising nationally recognised Higher Technical Qualifications (HTQs), validated degree programmes and Apprenticeships as appropriate. We will identify the sectors where the College can have most impact for Norfolk and prioritise provision in response to those sectors' needs, working in partnership with our local universities to provide what Norfolk and the region needs.

Apprenticeships: The apprenticeship landscape will face further reform nationally in the coming years and we will ensure that the College continues to support Norfolk employers with their training needs. We will review our apprenticeship offer and delivery mechanisms to continue to evolve in response to the needs of the local economy and seek partnerships with employers to ensure our curriculum is current and focussed on local and regional specialisms. We will champion apprenticeships as a key route for training and employment, systematically enabling pathways into better paid employment for students progressing from our courses into careers with training.

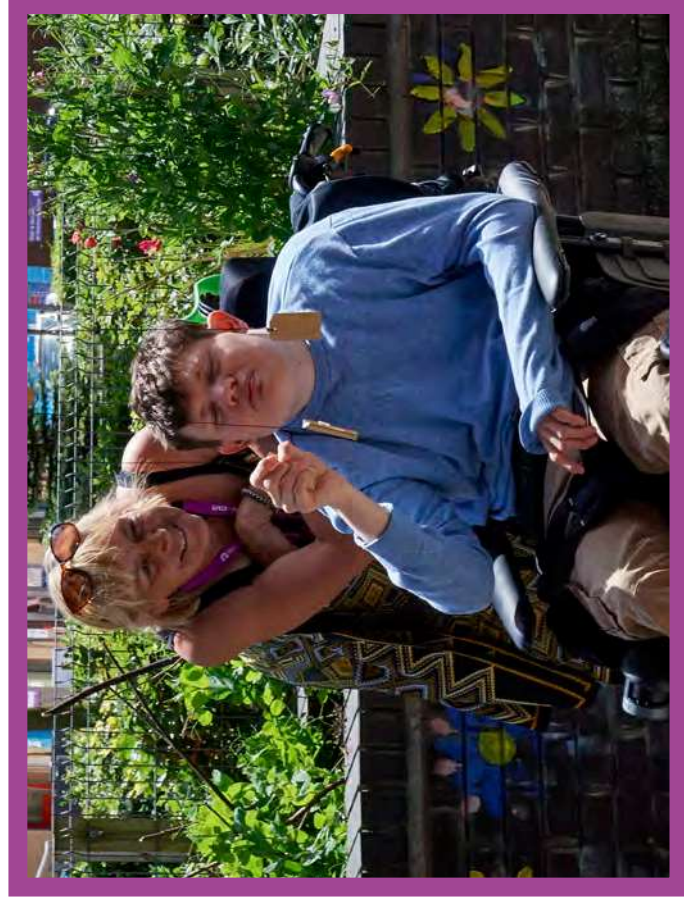
Some ways in which we will know we are making progress include:

- The proportion of students continuing with college studies from year 12 to year 13 is increasing.
- Our progression rates from Level 3 to Level 4 + study increase.
- Growing the opportunities available in our community for people to retrain and start new careers.
- Expanding our offer of Higher Technical Qualifications (HTQs)
- Developing new apprenticeship and employer focussed programmes that support the development of local skills priorities.



People

Our College will only be able to make a positive impact on our students, apprentices and the wider community if we continue to have a brilliant staff team working here. This is a key challenge for the College given the need to attract colleagues into the public sector from industry and other private sector settings, many of whom are highly skilled and qualified. This section outlines some key areas of focus for us



Inclusivity: We will build upon our strengths as an institution in being inclusive in our educational provision, to seek further ways of further diversifying our workforce. Using our refreshed “ways of working” as key exemplars of how we work together at the College, we will seek to recruit, develop and promote colleagues who are passionate about impacting positively on the lives of our students, apprentices and our community.

Career progression: We will provide clearer career pathways for colleagues within the college, associated with the support people need to develop the skills and knowledge to develop their practice, progress their careers and support the College’s ability to succession plan. This will be supported by a revitalised annual performance and development framework which provides a strong mechanism for developmental conversations within teams.

Communication: We recognised that colleagues often feel that communication could be enhanced within the College and we will redevelop our approaches to this, including more opportunities for “face to face” engagement. As a large multi-site institution, we will attempt to harness the benefits of new technologies to support our communication whilst not losing sight of the importance of personal interactions. We will also develop new mechanisms for listening to the views of colleagues and responding to what we hear.

Recognition and reward: We will be ambitious in seeking opportunities to recognise and reward staff at the college. We are targeting being able to return to paying the “real living wage(Living Wage Foundation) from January 2026 (and earlier if possible). Whilst we acknowledge that pay levels are a key part of recognition and reward, we will also seek to celebrate and recognise the contributions of colleagues across the college more actively, both internally and externally and support wellbeing initiatives for staff.

Effective and Consistent Performance Management: The College will continue to expect high standards of performance from all its staff to ensure the best outcomes for students and apprentices, recognising performance that exceeds the standards expected and addressing performance that falls short of the standards expected through the existing policies and processes and impactful management arrangements.

Some ways in which we will know we are making progress include:

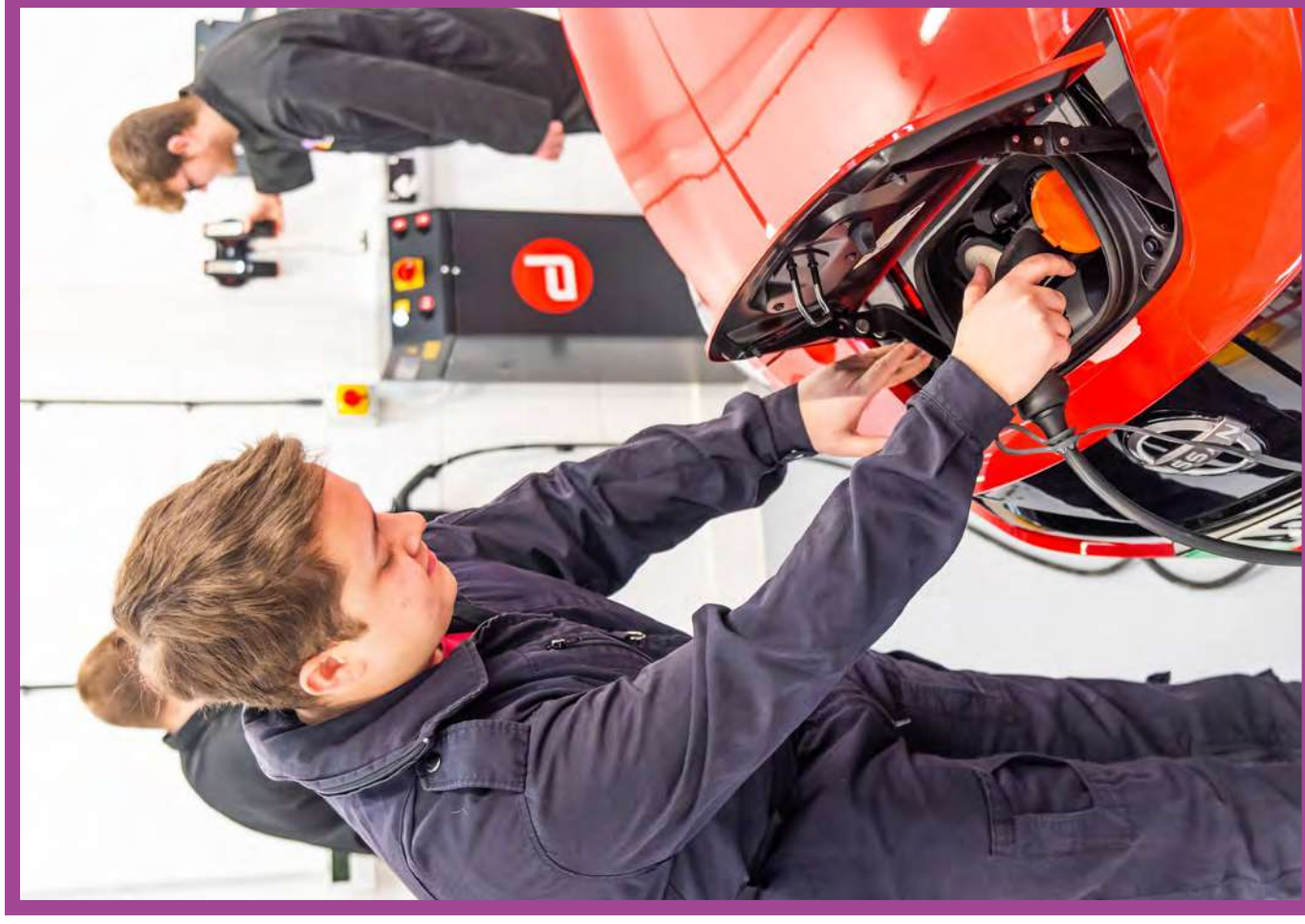
- Achieving Investors in Diversity status.
- Refresh and revitalise our ways of working with our staff teams.
- Colleagues report increased satisfaction with development opportunities.
- Increased engagement in staff feedback mechanisms such as surveys.
- More staff and staff teams are recognised externally for the excellent work they undertake.



Sustainability

We are proud of the years of service that our College (and its constituent parts) have provided to our City and County, and we want to ensure that it can continue to do that into the future. There are two significant (and sometimes overlapping) aspects to our sustainability; financial and environmental. This section provides some key areas of focus for our future.

Environmental sustainability: Our students, staff and wider community expect us to do even more to enhance our environment and to lower our environmental impact. We will develop a climate action plan that encompasses our wide-ranging commitments to this agenda from developing and enhancing our curriculum offer to ensuring our own buildings and activities have lower carbon footprints. At Easton in particular, we will develop our estate to enhance sustainable land use and showcase new technologies that can enhance environmentally sustainable practices.



Financial sustainability: We must return the College to a situation of good or better financial health as soon as possible. To achieve this, we must be able to set balanced budgets against a backdrop of inadequate investment from central government and rising costs, which will clearly be challenging. Every person in the College can play a role in our success in securing our future financial sustainability and this strategic plan will be accompanied by a detailed financial recovery plan. Fundamentally, however, to invest in our students and apprentices and our people and resources, we must return to a position of financial strength. This could involve difficult discussions, but those decisions will be shaped and influenced by this strategic plan and our vision and mission. In addition, we may need to invest to provide our College with a firm foundation on which to build our future, to increase income or to generate efficiencies (including for example, investing in the use of new technologies) and these decisions will be carefully considered against this strategic plan.



Some ways in which we will know we are making progress include:

- Evidencing a measurable reduction in our carbon footprint and setting ourselves clear targets for further enhancements.
- Students and staff recognising the role they can play in protecting our environment for the future wellbeing of all.
- Returning to a financial health rating of good by the end of the 2025/26 academic year.
- Updating and refreshing our Estates Strategy to ensure that our campuses continue provide excellent assets and support our financial and environmental sustainability.
- Our estate being of a consistently high standard that attracts student and apprentices to study with us.

Partnerships

The College is a key “anchor” institution in Norfolk and as such we are ambitious to play an even more active and impactful role in enhancing the communities we serve. We will work tirelessly to build and sustain key partnerships which will amplify the work we do and contribute to wider benefits for Norwich, Norfolk and beyond. This section outlines some key areas of focus for our partnership working.

Employers: Building on our good working relationships with employers in many of our curriculum areas, we will provide a clearer structure for employer engagement for the College over the coming years. Our goal is to make it easier for employers to share their views with us, partner with us to develop new provision or shape curriculum content. We will challenge ourselves to “hide the wiring” of complex funding systems from employer partners and enhance our position as a trusted partner in addressing their and their sectors’ skills needs.

Local government: The College is the largest provider of post-16 education for students and apprentices from 5 District Council areas (Norwich, Broadland, South Norfolk, North Norfolk, Breckland) and the County of Norfolk. We will recommit to supporting the development of local and countywide initiatives to address learning needs. In addition, we will work with all partners to maximising the opportunities that might be forthcoming from the emerging Norfolk “county deal” and any future devolution of skills-related funding.



The college sector: We are proud to have worked closely with the 4 other FE colleges in Norfolk and Suffolk within the New Anglia Colleges Group for almost a decade and we will continue this work in the future, whatever the geographical configuration of funding systems or economic development activities might be. Regionally and nationally, we will seek to play an even more active system leadership role in promoting the work of colleges alongside organisations such as the Association of Colleges (AoC). We will seek to influence the policy and investment decisions of key stakeholders such as the Department for Education (DfE) and Office for Students (OfS), so that our College, our county and our sector benefits.

Other local educational institutions: The college will seek new ways of defining our partnership working within our county, so that we might work even more effectively with other institutions who share our “place”. Within higher education, we will build upon our strong and long-standing relationships with our key partner university, University of East Anglia, and our colleagues at Norwich University of the Arts, to benefit our students, apprentices and our community. To ensure Norfolk’s young people continue to flourish, we will work harder to ensure every young person gets effective information, advice and guidance about their post-16 options in school and that we support the wider Norfolk educational ecosystem to tackle systemic challenges such as teacher shortages.

Some ways in which we will know we are making progress include:

- Increased employer satisfaction with the services provided by the College.
- Prioritisation of investment in skills by local authority bodies across Norfolk.
- The College playing an active role in influencing local and national policy regarding FE to benefit Norfolk’s students and apprentices.
- An increasingly coherent Norfolk tertiary education system that is tackling the long-standing low levels of Level 4+ qualifications within the resident population of the county.



Systems

In order to maximise our impact on our community, the College must operate efficiently and in a way that positively supports student experience, outcomes and staff wellbeing. Currently the College has some key challenges to ensure all the systems and processes that underpin our business support and teaching and learning functions are operating efficiently and effectively. Therefore we must prioritise addressing these challenges if we are to achieve our vision and priorities.

Data: We will review and invest in ensuring that the College has the data systems, reporting and analytics required to maximise student and apprentice recruitment and achievement, reduce staff workload and ensure resources are carefully and efficiently deployed. We must increase the confidence of our staff to utilise our systems effectively and consistently so that our business processes serve our College community better.

New technologies: Artificial Intelligence and other new technological advances offer opportunities for more effective and efficient business processes and to enhance teaching, learning and assessment. We must create opportunities, develop our expertise and invest to realise the long term benefits of these new technologies so that we can unlock opportunities for new ways of delivering our key support services and our learning offer.

Student and staff experience: We must develop existing and new systems that support effective and impactful communication with our students and staff. In particular, in tackling our challenges regarding recruitment and retention of staff, we must develop more effective systems that support effective marketing of job opportunities, selection and recruitment and on-boarding processes. We must also make sure our systems and processes support workload pressures, not add to them. For students and apprentices, their families and employers, we must create opportunities for them to engage with the College in a technologically enabled way that mirrors the technology they use in workplaces and in their wider lives.



Curriculum efficiency: Whilst fully committed to delivering a curriculum that meets the needs of local students, communities and the economy, the College will enhance further our systems that support the efficient delivery of teaching and learning. This will ensure that the public funding we receive is used to its maximum effect and that we can reach as many students and apprentices as possible with our course offer, whilst creating an environment where the College can appropriately invest in the physical and human resources and systems that it needs to remain an effective organisation over the coming years.

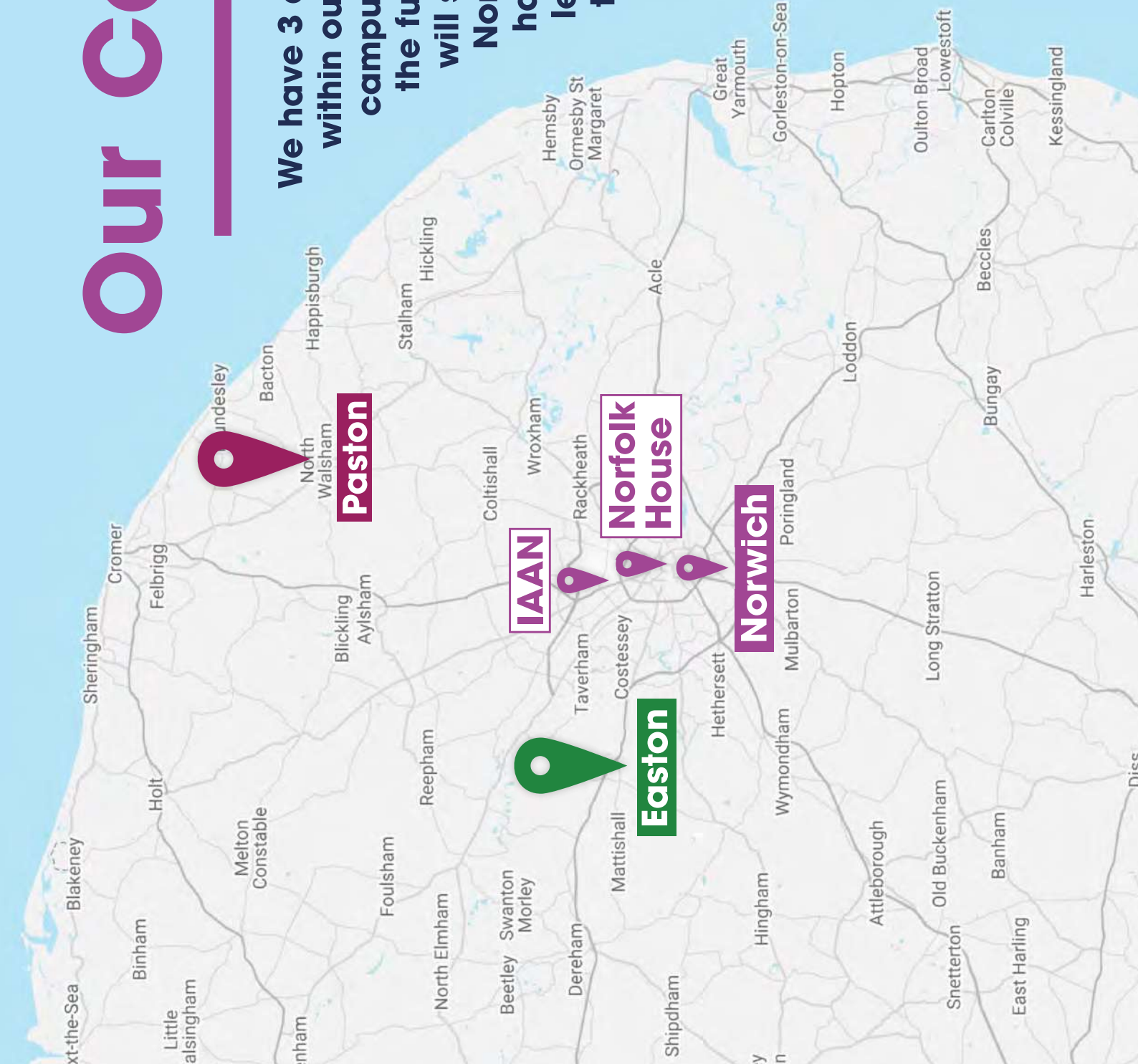
Some ways in which we will know we are making progress include:

- Data systems support impactful interventions by teaching and learning staff which increase student attendance and achievement.
- New technologies support the growth in engagement of additional students, apprentices and staff.
- Key business processes have been reviewed and the role of AI considered and, where appropriate, implemented to enhance efficiency and the customer experience.
- Financial sustainability of the College is enhanced through the detailed understanding of course costings and contributions, so that the College can maintain and further develop a curriculum offer that responds to local needs.



Our Campuses

We have 3 distinct College campuses within our institution. Each College campus has a key role to play in the future of the College and will shape how we can serve Norfolk even better. We also have 2 further centres of learning; Norfolk House and the International Aviation Academy Norwich (IAAN).



City College Norwich

Norwich campus

This College is the largest site in terms of student numbers and facilities and has the broadest offer. It serves all types of students and apprentices, from young students to HE, apprentices to adult learners and this will continue into the future. It benefits from a city centre location, good transport links and some excellent specialist facilities and resources. Whilst accommodating a wide ranging curriculum offer, the City College Norwich site will continue to develop specific specialisms in:

- Construction and Engineering
- Creative, performing and production arts
- Digital technology and computing
- Education and training
- Health, social care and childcare
- Hospitality and the service industries
- Specialist provision for young people with SEND

The priorities for this campus for the next 4 years include:

- Seeking opportunities to better accommodate Higher Education and Adult students on the site, in such a way that they feel specifically supported by the resources provided.
- Leveraging additional investment from a range of sources (for example, national and local government, employers, alumni, bids/grants) to ensure equipment and teaching resources continue to keep pace with industry demands.
- Addressing long term maintenance backlogs caused by underinvestment to ensure the site is of a consistently high quality of accommodation for learning.
- Enhancing the environmental sustainability of the site, from renewable energy to green travel

Easton College

Benefitting from an amazing rural location on the edge of greater Norwich, Easton College serves young students, apprentices and smaller cohorts of adult and higher education learners. Easton College will continue to build its educational offer based primarily on three key areas of specialism:

- Agricultural, animal and land-based provision,
- Sport and public services courses,
- Provision for learners with Learning Difficulties and Disabilities (LLDD)

The priorities for this campus for the next 4 years include:

- Enhancing the facilities in our specialisms over the coming years in such a way that the College is seen as the “centre of excellence” for these curriculum priorities in Norfolk.
- Growing the number of residential students and apprentices on the campus who access the unique and specialist course offered at Easton.
- Improvement of key parts of the site where underinvestment does not allow for a consistently high quality of accommodation for learning.

Paston College

Paston College occupies 2 sites (one of which the College owns) on the edge of North Walsham town centre and is the smallest of the campuses in terms of student numbers. It currently serves 16-19 year old students almost exclusively, with the curriculum offer predominantly at Level 3. Paston's specialism will continue to be:

- A broad and high-quality Level 3 offer for young people

The priorities for this campus for the next 4 years will be:

- Developing excellence in a supportive and nurturing campus setting.
- Considering the role of the College within the wider community, given the potential growth of North Walsham and demographic change in North Norfolk.
- Addressing key transport and sustainability challenges through our work with stakeholders so that Paston can continue to support a wide range of young people to access post 16- provision.
- Working with the Paston Foundation to establish the long-term future of the Griffons site, given that the College's short-term lease limits our ability to invest in the upkeep of this site.



Current considerations of areas the College does not wish to prioritise or pursue

Whilst recognising that the College prides itself on a broad and responsive offer that meets the needs of the community that we serve, there is also a need to recognise that we must focus on the areas we feel are critical for our College, rather than pursuing any and every avenue for activity. As a College we therefore do not feel the following areas are currently areas we wish to prioritise.

- **Subcontracting:** We will only subcontract when part of a provision requires specialist external support which the College could not reasonably develop ourselves. We do not believe that subcontracting of provision is appropriate in most cases as by definition it requires the “top-slicing” of investments to manage such arrangements which detracts from the funding available to deliver high quality teaching and learning for students and apprentices.
- **Full Time 14-16 provision:** We do not currently believe that Norfolk needs us to provide full-time Key Stage 4 provision and we would rather work alongside the schools, alternative provision providers and home education community to support young people to make successful transitions to post-16 provision.
- **Overseas/ International provision:** Whilst passionate about providing our students and apprentices with an appreciation of their role as a global citizen, our primary responsibility is to Norfolk and our region and therefore delivering overseas is not a priority for our College.

- **Provision within secure settings / Prisons:** At present we do not believe that the College is well-placed (or that our local community requires us to) deliver specialist provision within secure settings or Prisons. We remain committed to supporting the transition into mainstream education any prospective students from such settings as part of our inclusive approach.

This list is not exhaustive and will be kept under constant review by the Senior Management Team and Governing Body of the College.



Operating the Strategic Plan

The strategic plan, including the vision, mission, our ways of working and its 5 themes, will guide us for the period to July 2028.

Clearly the context in which the College operates, the challenges we need to respond to and the opportunities which may present themselves will evolve and therefore our priorities will need to be regularly reviewed and focussed during the life of this strategic plan.

We will achieve this through the annual publication of our accountability agreement in the summer of each year. This agreement will:

- Allow the College to review the context in which we are operating locally and nationally.
- Consider how we are contributing to local, regional and national skills needs.
- Reflect on our progress to date in achieving our strategic plan.
- Present our annual strategic targets for the forthcoming academic year, set under our 5 strategic plan themes of learning, people, sustainability, partnerships and systems.

Through focused action on these targets and careful scrutiny by the College's Governing Body and external funding agencies, the College will operationalise the Strategic Plan.





PASTON
COLLEGE



CITY
COLLEGE
NORWICH



NORFOLK
TEACHER
TRAINING
CENTRE



CITY
COLLEGE
NORWICH
HIGHER
EDUCATION