



# Norwich

## Opportunity Area

*“What’s changed in the NOA?”*

**A summary of our first two years**

 @NorwichOA

<https://norwichopportunityarea.co.uk/>

## Why Norwich?

Norwich is one of twelve areas across the country where outcomes reported for disadvantaged children were significantly poorer than their peers. Based on the Social Mobility index in 2017, Norwich was ranked 323<sup>rd</sup> out of 324 local authority districts. This measure compares the chances that a child from a disadvantaged background will do well at school and get a good job, with different areas across the country.

Schools, settings, colleges, partners and local leaders in the Norwich Opportunity Area (NOA) have worked hard during the first two years of delivery to prioritise improving outcomes for students and their families described as “disadvantaged”, ensuring learning, support, opportunities and structures across the system meet their needs. The proxy used for disadvantage includes eligibility for free school meals.

Norwich has a relatively high proportion of students eligible for free school meals. 3,320 young people - 19% of Norwich school students - are eligible for and claiming free school meals, compared to 13.6% nationally. We can see a higher proportion in key City wards with 21 schools in Norwich with more than 25% of their cohort who are eligible.

Two years into the programme it's too early for us to determine the full impact of NOA work and evidence progress against some ambitious targets. The data is starting to move in the right direction but we know these green shoots are only the very beginning of the change we need to see.

The proportion of children in Norwich meeting the expected standard in Communication Early Learning Goals has increased slightly, against a stable national picture. Key Stage 2 attainment is rising faster than the national rate, so Norwich is moving up the rankings. Early indications tell us our very stubborn attainment gap at Key Stage 4 may be starting to budge, and exclusions in secondary schools are starting to fall.

This summary will share early indicators of success and areas of change on the ground that local leaders feel have the potential to create a sustained improvement to education in Norwich.

Encouragingly, Norwich Opportunity Area headteachers are confident that the targets identified are achievable given sufficient time but will need a continued focus. Views about how long this change will need vary from an additional 2 years, to at least 15 years to embed change.

*“We won't be able to make change of the scale we're aspiring to within this timeframe, but we will be well on the way. It will take much longer to do things like influence other bodies outside of schools to do what we need to reach these targets.”*



*When asked whether they had noticed a sea change in Norwich in any of the priority areas of the NOA, primary headteachers noticed a greater focus on inclusion and early speech and language, while secondary heads all spoke of the greatest changes in inclusion and careers focus.*

*Headteachers gave a clear vision of success in the NOA:*

- *A city that attracts talented teachers who want to work here*
- *A rich and diverse curriculum provision that meets the needs of young people and the wider community, including the economy*
- *Good standards of attendance and behaviour across all schools*
- *Meeting the educational outcomes of the most successful areas in the social mobility commission data*
- *Every child, same chance.*

## NOA Targets:

### By 2021 ...

- ★ 95% of eligible three to four year olds and 75% of eligible two year olds will be benefitting from **funded early education**.
- ★ the proportion of children achieving a **good level of development** will be in the top half of all districts in England
- ★ **attainment at key stage 2 and key stage 4** will be in the top half of all local authority districts in England
- ★ the **gap between the attainment of disadvantaged pupils and all pupils** will be half what it was in September 2017
- ★ 50% of nineteen year olds will be **qualified to level three**
- ★ the rate of **exclusions will have reduced** by two thirds from the rate in 2016/17
- ★ 90% of disadvantaged young people will be in a **sustained destination** 6 months after completing key stage 4
- ★ 40% of **young people in Norwich will go on to higher education** or a higher level apprenticeship
- ★ 85% of pupils who were eligible for pupil premium in year eleven and who studied for a level three qualification will go on to a **sustained destination after key stage 5**



So, what change do we see in Norwich since it became an Opportunity Area? Stakeholder feedback highlights three key attitudes that are becoming stronger and driving behaviour:

#### 1. **Together, we take responsibility for every Norwich child.**

NOA programmes have been driven by strong collaborative networks

This collaborative focus is driving increased collective responsibility

Investment within these established networks in leaders and champions for key priorities with shared targets is putting the focus of “every Norwich child” on the agenda rather than “our school”

#### 2. **We do what works, when it works.**

Teaching and planning is increasingly evidence based, and effective implementation planning is strengthening

Key roles and programmes support school leaders in addressing the impact of disadvantage at each stage of education, and enable them to act earlier

#### 3. **We are ambitious for all children in Norwich.**

Children and families are becoming better informed about opportunities in Norwich and beyond

Employers are increasingly present in schools, creating meaningful encounters for young people with their future careers and connecting education with place, opportunity and aspiration

## Together, we take responsibility for every Norwich child.

A wide range of NOA networks have been established over 2018-19 reflecting key projects and influencers at practitioner and school leadership level:

- ✓ A network of Research Leads and Champions through the Research School
- ✓ Communication Champions Network in EY
- ✓ NOA Secondary Headteachers group
- ✓ Careers Facilitators network
- ✓ NOA Secondary School Leads
- ✓ Norwich Inclusion Charter network meetings
- ✓ Working groups and legacy teams

Leaders at every level are empowered to work together to tackle shared issues: NOA funding has created capacity to give schools the space to build expertise and systems. It has also provided a range of professional training from NPQs for leaders to specialist training for practitioners in key NOA priority areas. This empowers staff to share good practice and lead change in their schools and colleges and beyond.

Young people themselves have been equally empowered to make a difference – having the opportunity to influence projects and decision making through the NOA Youth Board.



### The Norwich Inclusion Charter

The Norwich Inclusion Charter is a set of 10 principles that NOA schools commit to, in order to collectively reach the target of reducing exclusions in Norwich by 2/3rds by 2021.

In our Summer newsletter Philip Wilkinson, Inclusion Champion at The Open Academy told us:

“We are working together to support each other and to reduce the number of fixed and permanent exclusions in Norwich.

There has been a change in ethos in our academy as we have gained access to managed moves, the use of alternative provision and the opportunity to network, collaborate and the chance to start to rebuild professional dialogue with different schools and Trust across the city. As one Inclusion Champion said at a recent meeting:

*“Collaboration has been a key element in establishing the charter, we all face common challenges, but we share the solutions”*

### What a Difference A Day Makes

A key benefit of being in an OA is being able to share ideas with other areas. Ipswich Opportunity Area trialled this Maths GCSE intervention for Year 11s, taking those students at risk of not achieving a grade 4 to University at the weekends, offering them a change of scenery, a day’s bus pass, and the chance to experience different teachers and meet new friends.

In Norwich the UEA was pleased to mirror this collaborative model, working with teachers from Norwich schools to offer a different flavour of intervention to 110 Year 11 pupils in Maths & English.



*“I’ve found this experience really rewarding, and it’s given me lots of reminders of key things ready for my exams soon, it was quite easy to get to the UEA thanks to the bus passes we were given”*

## Investing in Leaders and Champions

**94** National Professional Qualifications have been completed by NOA school leaders in the first year.

**56** communication champion leaders have been trained to lead and support in their own setting and beyond

**15** funded school Research Leads/Champions

**8** funded NOA Secondary Assistant Principals

An Inclusion Champion and Inclusion Governor in every school signed up to the Charter

**10** Enhanced Primary Inclusion Champions

**9** Trained Careers Facilitators

**4** Early Speech, Language and Communication “Hubs”



## The Communication Champions Network

Communication Champions are practitioners who have received training in developing early speech and language skills, identifying needs and using, sharing and learning about strategies to intervene.

83 staff have completed the Communication Champions initial training and 56 of these have gone on to train as a leader. Leaders form part of the Communication Champion network and receive an honorarium in recognition of their leadership role in sharing good practice and driving change in other schools and settings within their “Hub” area.

At regular network meetings, Champions have shared their school’s Speech & Communication action plans, helpful resources, qualification opportunities and referral processes to support parents.

For 2019-20, Leaders will cascade their training to colleagues and peers. Already 9 have delivered a session with many more scheduled for September.

*“I am shocked by how passionate we have all become. There is such a need in our area and we want to make a change – we really need to step our game up and identify children who are delayed and struggling.”*

## Communication Champions at Pea Pods Nursery

“We were not sure what to expect when we joined the Communication Champions course. We thought at least it would be interesting and at most that it would help us to understand some of the communication difficulties that we come across as practitioners. **What it has done is completely change our practice.**”

The first thing we did as a team was to arrange a staff meeting to give an overview of our training and explain our new commitment. Staff were asked to go around the setting and audit it as a communication-friendly space. We created better defined areas to encourage peer and staff interactions; such as quiet areas and improved role play sites.

Staff were shown how to carry out the WellComm screening on their key children. This identified those needing additional support and emphasised how children may interpret what we say differently from our intent. This has made us more aware of the words and phrases that we choose.

We are all excited at the thought that the changes we have made in our practice may make positive impacts in the lives of our children.”

## We do what works, when it works.

A Research School supports schools and colleges in Norwich to use the best approaches in the classroom at every stage of a child's education.

Notre Dame Research School leaders increasingly work with our networks, groups and school leaders to help them create robust implementation plans and confidently evaluate impact.

Professionals in Norwich use evidence to plan, teach and support students. Practitioners who support children and families access evidence-based approaches and share emerging best practice through trusted networks.

### The Norwich Evidence Based Practice Fund

36 schools in Norwich have benefited from the evidence-based practice fund – grants up to £25,000 to trial projects in any one of the four NOA priority areas to find out “what works” in Norwich. Alongside the funded project itself, support from Norwich Research School allows schools to strengthen their approaches to implementation and evaluation.

NOA Headteachers gave examples of the ways that engagement with the Research School through the fund had changed practice in their schools:

*“Since we did [an EBPF] project we do a journal club for staff – they find an article, share, meet a week later and discuss – the idea came from a RS leader, wonderful - it made us think about what we do in the classroom, budgeting, the EEF link to impact and cost. This has been the biggest impact for us because it changes the way you think.”*

*“Using the EEF – putting it to work using the implementation guidance – that was key – I thought I*

*was using evidence for decision making before I went on it [implementation training] – I loved it, I re-read my notes when I need inspiration, it shapes everything that we do, it shapes our School Development & Improvement Plan, our planning – everything.”*

In the NOA Headteacher survey 47% of Headteachers said their **decision making at SLT level** was more evidence informed than a year ago.

52% of Headteachers said **classroom practice** was more evidence informed than a year ago.

The remainder said that decision making and classroom practice was about the same.

*“[the project] is making a clear impact across the school, not only by having a physical impact in terms of classrooms and displays, but also in terms of behaviour and emotional literacy across the school.”*



## **We do what works, when it works.**

We know that long term change needs early interventions.

We know that helping children develop their speech and language skills early helps them communicate and play with other children when they start school. Just 5-10 minutes spent chatting, reading or playing from baby's first year will help boost their brain. Investment across schools, setting and within the community tackles unidentified and unsupported communication needs that can be damaging for a child's long-term development.

Children and parents in Norwich can access support early, when we know it makes the most difference. Schools tell us they are confident that they are meeting the Inclusion Charter principles to identify children at risk of exclusion early. 60% of schools have an inclusion action plan in place, and the remaining 40% are currently creating theirs.

Preparing for the future starts with children and their families in primary years and is a priority throughout each stage of education. All secondary schools deliver high quality careers programmes that include meaningful encounters with employers starting much earlier – activities are no longer concentrated in Years 10 and 11.



**Headteachers told us that while some funded projects are a “quick fix” there is longer-term value: “quick fixes focus your mind on what you should be doing” and “[this funding] allows the school to make decisions around shaping the approach – allows us to develop our strategy – allows people freedom.”**

### **NOA School Leads**

NOA School Leads are funded assistant principal positions in each of our secondary schools. In 2018-19 they provided the capacity and leadership to coordinate all of the NOA priorities within their schools to ensure disadvantage could be tackled as a priority, to reduce the gap in outcomes for children.

In 2019-20 their focus will be to secure strong implementation of key areas of focus in each of our secondary schools, for example:

- ★ Improve parental engagement and parent partnerships to improve attendance, reduce exclusions and raise achievement.
- ★ Implement and oversee the use of a tracking system to identify, evaluate and maximise the impact of pupil premium student interventions.
- ★ Improve the fidelity of the knowledge-rich curriculum in Years 7 and 8.
- ★ Develop a resource and staffing approach to facilitate inclusive education for those children with higher level needs.
- ★ Address the teaching and learning cycle to target pupil premium high achieving students who are consistently not accessing marks available in extended writing questions in assessments across most subjects.
- ★ Improve the effectiveness of the “Pupil Premium 1<sup>st</sup>” whole school strategy and plan by ensuring it is consistently applied to underpin all areas of school life.

## We are ambitious for all children in Norwich.

Through each stage of education, we all recognise the potential of every single student. Schools tell us that being in an Opportunity Area has enabled them to focus on the support needed for disadvantaged young people. Making opportunities in Norwich possible for every child to achieve their potential, regardless of their background or the challenges they or their family face, aligns with the city council's 2040 vision for a "fairer city".

Starting in primary school, Norwich students and their families take part in activities to explore the world of work and what's possible and are well prepared and informed to plan for their future careers.

Funded assistant principal roles in our secondary schools focus on maximizing the best opportunities within and outside school to close the attainment gap between disadvantaged children and their peers, enable all children to stay in education and ensure families and young people access support, opportunities and inspiration throughout their education that helps them make the best use of their skills and talents.

Since the start of the NOA, pupils in secondary schools and colleges in Norwich have received 26,192 meaningful encounters with an employer. Norwich students have multiple opportunities to learn from employers and be inspired about the future as Norwich schools outperform Norfolk in the Gatsby benchmarks.

Young people in Norwich should not be limited by where they live or where they come from. As a city we strive to be outwardly looking and inwardly proud.

### Connecting education with place, opportunity and aspiration

From the earliest age, children and families are better informed about opportunities around them and the world of work. Projects focus on working with children, families, businesses and communities to explore new careers, local opportunities and the right pathways. We know our children aspire, but information and support helps families ensure aspirations are informed with current information.

During summer term 2019, over 1,300 primary school students participated in enterprise days or world of work sessions and all had at least one employer encounter, most experiencing multiple encounters. For 75% of primary headteachers, this type of activity was new and not something that had previously been offered.



### Primary "World of Work" activities at The Free School Norwich

On Monday 3<sup>rd</sup> June 2019, Years 5 and 6 at the Free School Norwich took part in a Business Enterprise Day. They worked with four professional business people from the local community to design, package and market a product for sale.

*Thanks again for delivering the enterprise day – it was brilliant! A brilliantly structured real-life learning experience that the children will never forget. You have created lots of potential entrepreneurs of the future.*

- *"It helped me understand what business enterprise is and as a result I think starting a business would be fun!"*
- *"I would like to do the course again because I learned about adult work life. I want to run my own business when I'm older!"*
- *"It was great working as a team and designing cool products."*

*Students welcomed the activities and reported an increase in skills such as teamwork (72%), confidence (67%) and an understanding of how skills can be used at work (86%).*

## NOA - Contributing to the Norwich 2040 Vision:

### A CREATIVE CITY

Norwich will be world renowned for its creativity - a leader in innovation, culture, education and invention

### A LIVEABLE CITY

We will support and promote sustainable living – where today's citizen's meet the need of the present without compromising future generations

### A FAIR CITY

By 2040, the health, wellbeing and life chances of all our citizens will be improved. We will remove barriers to achievement and high standard of living will be enjoyed by everyone

### A CONNECTED CITY

Norwich will have a modern transport system, be at the forefront of digital connectivity and create opportunities for all residents to link with each other

### A DYNAMIC CITY

In 2040 Norwich will be a place where entrepreneurs, social enterprises, national and global companies choose to provide good jobs, prosperity and success.



### The Careers Facilitator Network and the Enterprise Adviser Network.

Careers Facilitators are funded posts in NOA secondary schools and colleges designed to create additional capacity to support schools in implementing their Careers Strategy. Secondary headteachers report that the role gives SLT and Careers Teams a better understanding of encounters that make a difference for different groups of students.

The support of the Enterprise Adviser Network adds the expertise and advice of local business leaders to support schools in engaging effectively with employers.

During 2018/19 schools took part in 10 workshops with a “deep dive” into each Gatsby benchmark and as a result schools have all improved and shared their careers programmes and developed best practice. The network has built trusted relationships and are working together to deliver four joint citywide careers events.

*“It’s so useful to have time for in depth conversations and to discuss our own progress/challenges ... really explored some difficult issues”.*

There is significant evidence of progress against the Gatsby benchmarks in Norwich. The number of schools in Norwich fully meeting the Gatsby benchmarks has increased across every benchmark, with the exception of benchmark 8, which has remained stable. Norwich schools are making faster progress than schools across Norfolk and are now outperforming Norfolk schools across every benchmark.

All secondary schools are confident that they will achieve all Gatsby benchmarks by July 2020.

## Norwich Community Innovation Fund

Nine providers are delivering projects to communities that aim to increase conversations about the world of work between young people and their families, and to raise awareness of different types of careers within various community settings.

Early progress in three City Wide digital projects is evident, with local company MADE creating an online mosaic of the career stories of hundreds of people in Norwich that will form part of a citywide campaign to be launched in the Autumn term. Over 100 individuals across a range of organisations, ages and roles have already been filmed in Norwich.

Local activities target communities with activities for families:

<b>Pilling Park</b>	“Just the job” roadshows and workshops in “village fete” style activities to increase conversations about careers.
<b>Catton Grove</b>	Scavenger hunt and programme of activities to explore and understand the local world of work.
<b>Mile Cross</b>	Regular “People Under Cover” sessions at the Phoenix Centre to engage children and parents in sessions with local employers as well as engaging work place trips.
<b>Wensum</b>	Sessions in music/dance as well as tech, marketing and production, culminating in a purpose written community performance.
<b>Heartsease</b>	Supporting children and parents to take part in workshops both in school and the community to tackle stereotypes and explore opportunities.
<b>West Earlham</b>	Activities and employer visits with parents and Year 5 children focused on 10 interactive careers talks and relevant trips.

## The Last Word from Our Youth Board

Back in the Spring of Year 1, we asked students in schools to come up with their ideas for projects that would improve social mobility, and the Partnership Board committed to fund the best one.

The quality of the ideas was so strong, that three projects were approved, each worth up to £10,000

Students from the Hewett Academy suggested workshops for EAL parents and their children. This project went ahead, delivered by New Routes – a community organisation based in St Augustine’s Street in Spring 2019.

The project has been such a success that the partnership board has now agreed to fund two more sessions of these great workshops in the coming year.

The second winning project was proposed by Sewell Park Academy – their idea to send students from Norwich schools to visit an area with good social mobility found us all on the bus to Southend! Students attended the trip from Sewell Park, The Hewett Academy, Notre Dame High School, Open Academy, City of Norwich School and University Technical College Norfolk to see what was different in Southend, and presented their findings to headteachers and the Partnership Board, who are working with students to take forward their ideas.

Watch this space for their third and final project!

