



City College Norwich Accountability Agreement

2026/27





Marcus Bailey
Chair of the Corporation

The impact that our college makes is significant and something that we, as a Governing Body, are understandably proud of.

This Accountability Agreement reaffirms our commitment to “change Norfolk through learning”, recognising how the college continues to evolve to meet local, regional and national needs.

It is through the dedicated hard work of all our staff that our students and apprentices achieve their qualifications and progress into further study, apprenticeships and employment.



Jerry White
Principal and CEO

Our Accountability Agreement is our annual commitment that expresses how the work of the college impacts on the community we serve.

In 2025/26 we have worked tenaciously to continue to develop the college in line with emerging policy needs. Curriculum reform for 16-19 provision and the emerging national SEND reforms as two areas of particular work.

We continue to be incredibly proud of the impact that our work has on our county and region. Looking forward to 2026/27 and beyond, we are well placed to continue to grow our impact and influence so that we can benefit even more students, apprentices and employers.

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Purpose

The 2025/26 academic year has been the second full year of operating the college’s Strategic Plan which runs until 2028.

Within this plan, we have committed to our vision statement for the college: **Changing Norfolk through learning.**

The college’s mission statement continues to be: **Challenging your mind, inspiring your success, securing your future.**

Our Strategic Plan structures our work in developing the college around five strategic themes that are shaping our priorities, our response to challenges and our identification of opportunities. The Five Strategic Themes are presented in Figure 1 (to the right).

Challenges



Themes

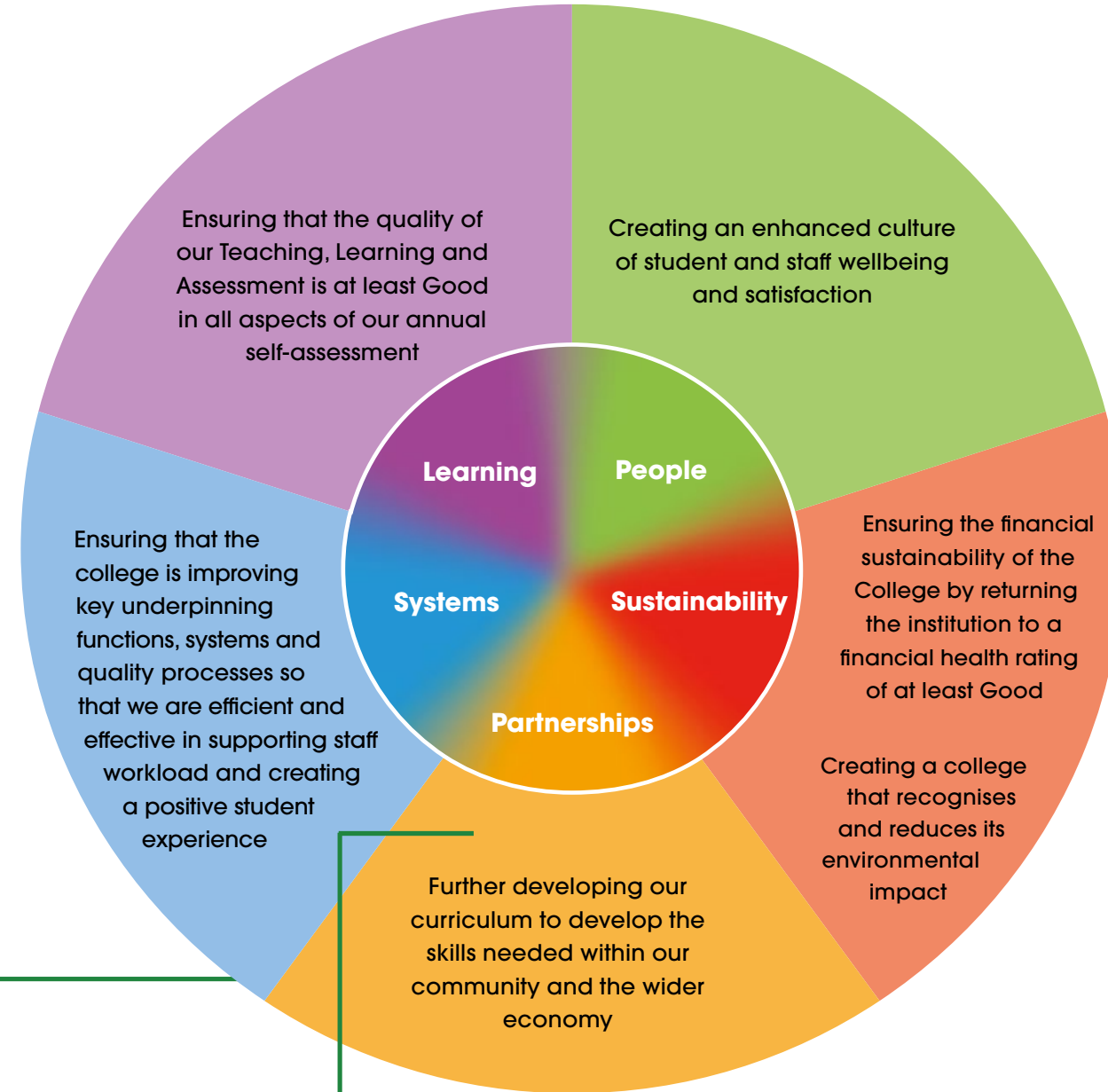
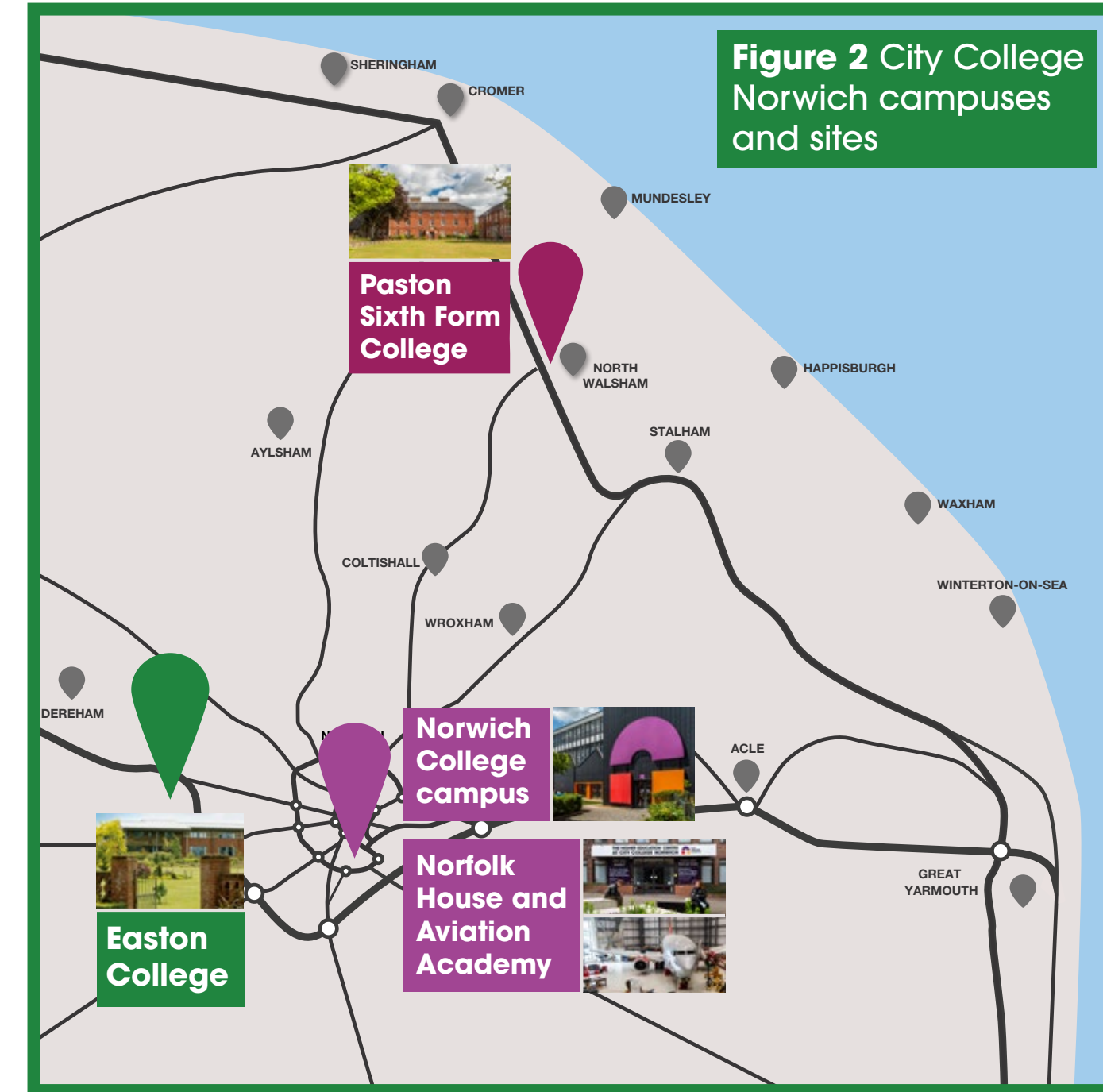


Figure 1 Five strategic themes

Figure 2 City College Norwich campuses and sites



Locations

For the 2025/26 academic year the college has continued to operate from three main campuses with a further two key delivery sites. Figure 2 indicates the location of the campuses and delivery sites.

In the past year we have invested across our campuses in new and enhanced facilities. We have completed over £3m of campus improvement projects, improving the energy efficiency and quality of our teaching and learning environments across all three campuses. At Easton we formally opened the Centre of Excellence for Sport following the £1.7m investment as well as the Growing Grounds, an area for Inclusive Learning students to work in horticulture setting, including a community tree nursery. Looking forward, further investments will take place across the summer of 2026 to improve our campuses for our students and staff.



Learner numbers

In the current academic year (2025/26), the college has provided learning for around 10,224, up 6.3% (631 students) from the same position last year. Figure 3 provides a breakdown by the three main campuses and Norfolk House (including IAAAN).

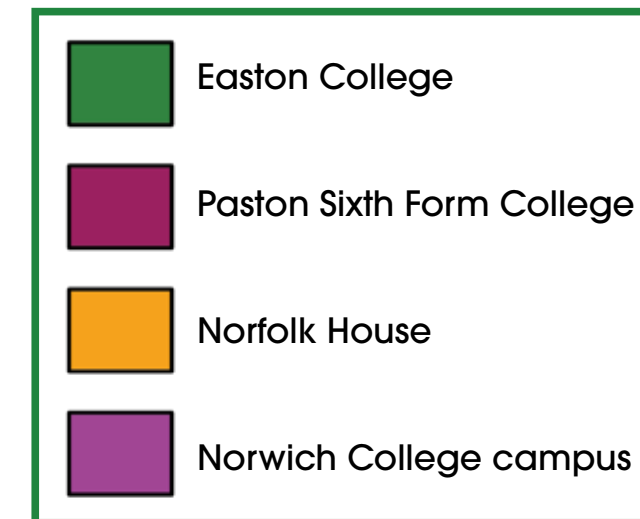
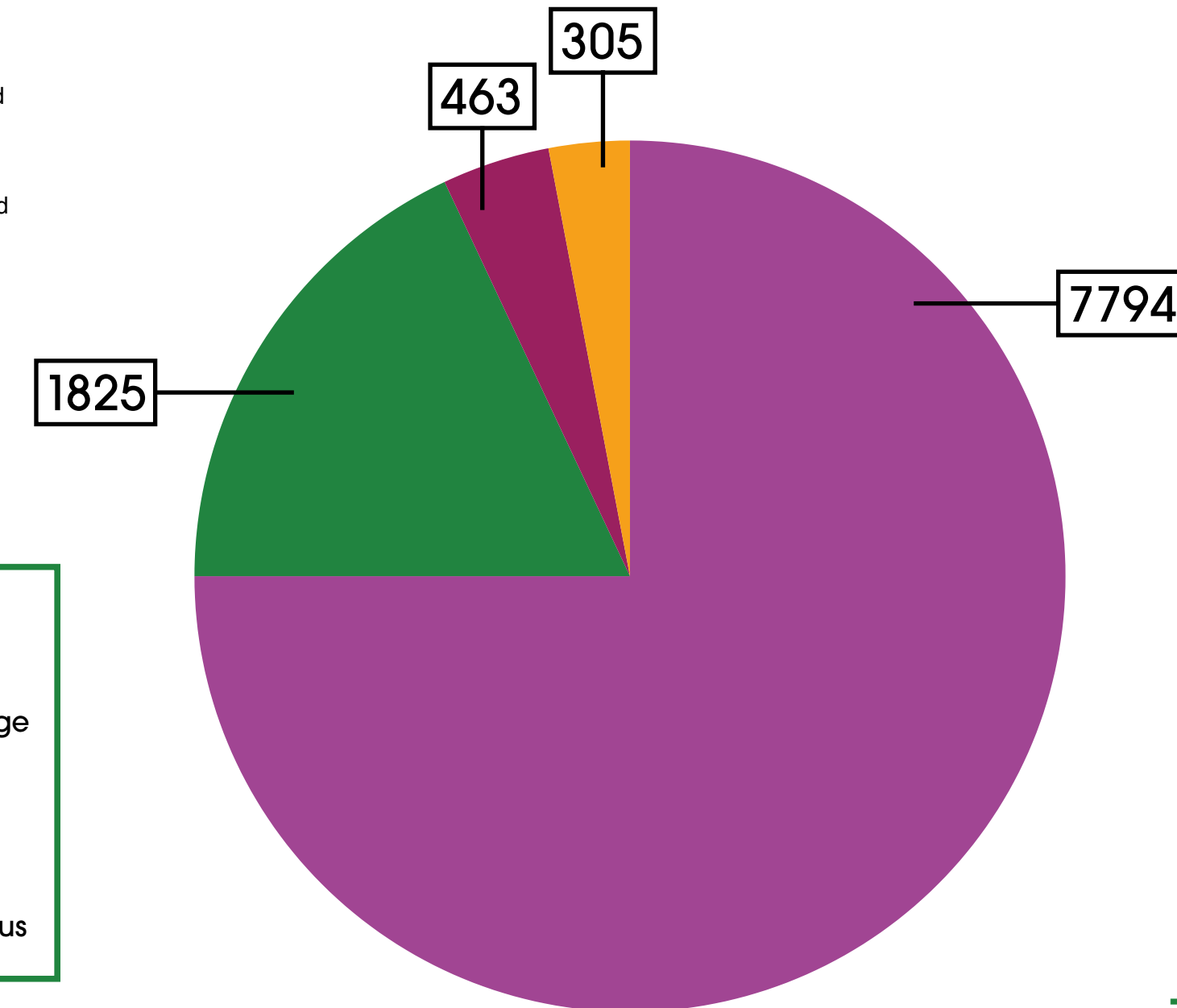


Figure 3 Learner numbers by location 2025/26





Context and place

City College Norwich is a key anchor institution within Norfolk and in some provision areas, the region. The three campuses combined (City College Norwich, Easton College and Paston Sixth Form College) have served the county with educational provision for a combined total of 632 years (City College Norwich was founded in 1891, Easton College was founded in 1951 and Paston Sixth Form College was founded in 1604). The geography of Norfolk as a large rural county with its capital city of Norwich broadly centrally placed, means that the college is the only Further Education college serving the Greater Norwich urban areas and the large rural area of central Norfolk from the North Norfolk coast to the Thetford forest in the south.

The recruitment area for the college is predominantly from Norfolk and North Suffolk. For some key specialist programmes such as those in land-based curriculum areas at Easton College (including apprenticeships) and our Aviation Engineering degree at the International Aviation Academy Norwich (IAAN), regional and occasional national recruitment is seen. Given the rural context of the county, long and sometimes difficult public transport journeys are common for students and apprentices attending the college.

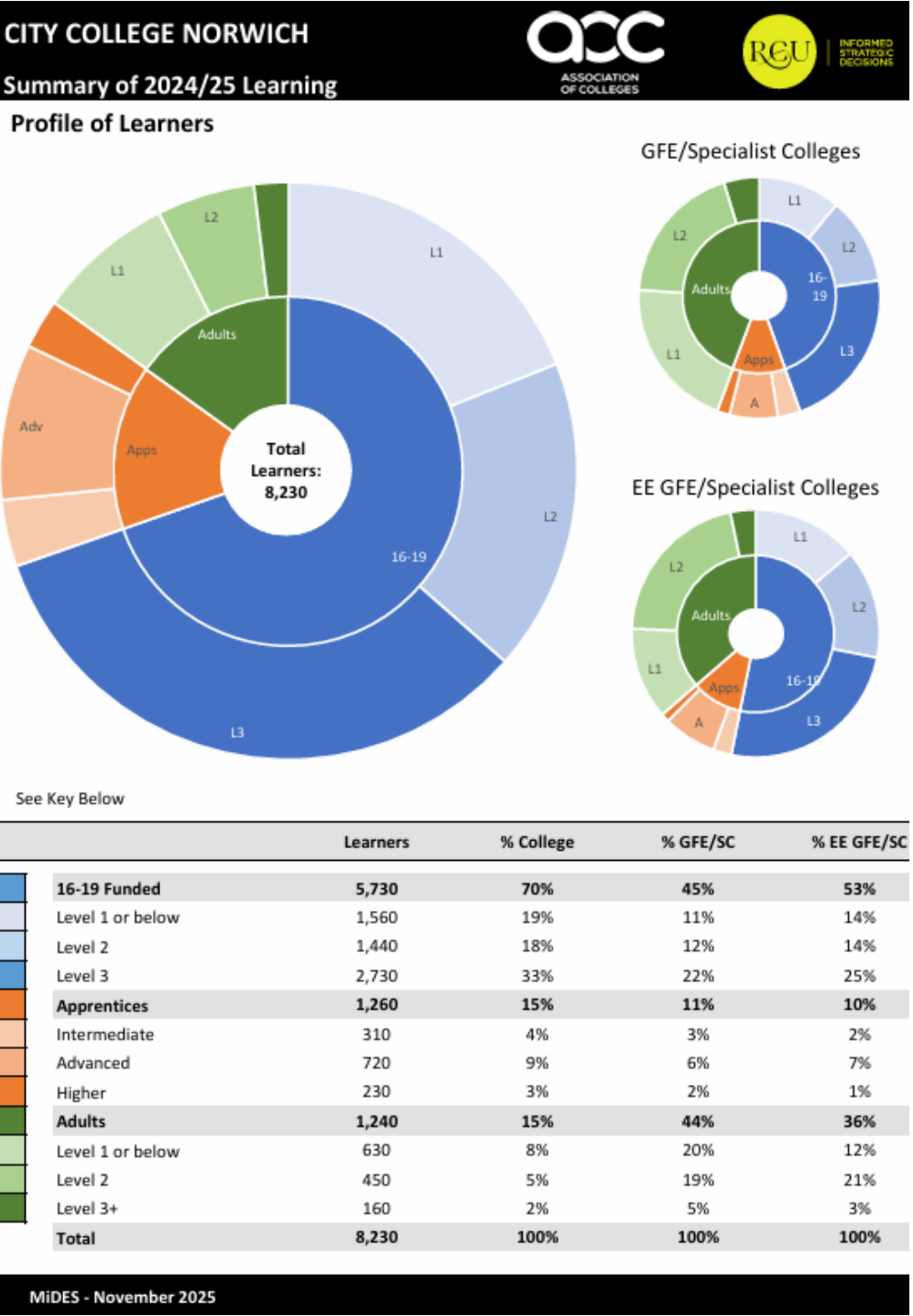
Within Norfolk, the college is:

- The largest educational provider to young people aged 16-18 in five of the seven district council areas (Breckland, Broadland, North Norfolk, Norwich and South Norfolk).
- The largest apprenticeship provider to Norfolk apprentices and employers
- The second largest provider of adult learning
- The third largest provider of Higher Education.

Figure 4 presents the college’s profiles of learners from the 2024/25 academic year (excluding HE students). Compared to regional (denoted EE GFE/SC) and national averages (denoted GFE/SC), the college has a higher proportion of 16-18 students within its student body and a smaller proportion of adult students. Looking solely at 16-18 provision, we have a larger cohort studying at Level 1 and below and a smaller cohort at Level 3 than is the average, reflecting strengths in provision for SEND and other programmes for disadvantaged groups such as Unaccompanied Asylum-Seeking Children (UASC). The mergers with Paston Sixth Form College in 2017 and the Easton campus of Easton and Otley College in 2020 predominantly brought 16-18 provision into the college, contributing to a profile of learners different to sector and regional norms. In addition, the region continues to see underlying demographic growth in the 16-19 cohort for the next five years. The predominant driver of the growth of student numbers in 2025/26 has been further growth in 16-18 provision.

Demand remains high for adult learning, but the college is constrained from growing our publicly funded offer due to national funding levels for Adult Learning being flat. In 2025/26 we have continued to grow commercial and leisure learning opportunities outside of public funding with 499 students now studying on these courses compared to 346 students in 2023/24 (44% growth across three years).

Figure 4 - City College Norwich profile of learners (compared to other General Further Education (GFE) colleges nationally and regionally (EE = East of England)) for 2024/25 year.



Within Higher Education, the college plays a key role in widening participation to HE in a region where Level 4+ skills are seen as a key priority. We know that our HE students:

- Are older than average; 50% (of entrants) are classified as mature compared to sector average of 38%
- Come from areas where HE is not a normal destination in greater proportions than is the norm; 33% come from these areas where HE is not a normal destination (using POLAR4 Quintiles 1 and 2 i.e. the bottom two quintiles of likelihood to progress to HE), compared to a sector average of 29%
- Have higher prevalence of disabilities and difficulties than the sector average (34% report a learning difficulty or disability compared to a sector average rate of 18%)
- 20% of our entrants are studying an apprenticeship, compared to a sector average of 4%.

The college works closely with its sole validating university, UEA, and the other Norfolk based university, Norwich University of the Arts, to contribute to our combined civic roles in supporting higher-level skills in our region.

Norfolk is a complex county to serve, with wards of high levels of economic prosperity and educational attainment situated next door to wards within the 10% most deprived in the country. The rurality of the county can mask rural deprivation, and the pleasant environment of Norwich (recently named the best place to live in the UK by the Sunday Times) masks a lack of social mobility in some communities. Recently two areas of the city have been named as part of the national Pride in Place initiative and will receive additional community led funds. The college will work to engage with these projects as we are the main post-16 provider to learners from those wards.

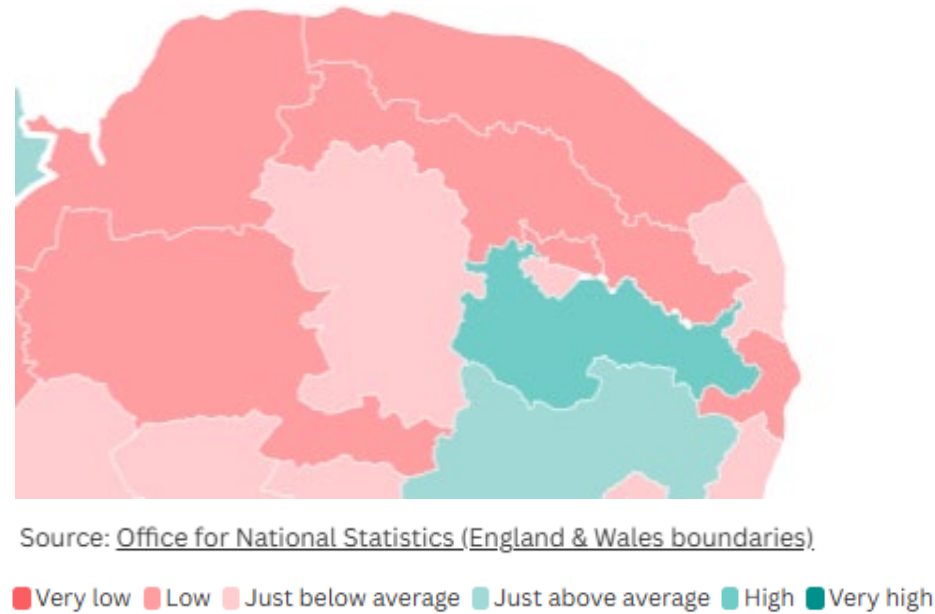


Figure 5 - Sutton Trust Opportunity Index

The 2025 the Sutton Trust Opportunity Index reinforced this complexity and noted that young people within three of the parliamentary constituencies we serve have low levels of opportunity (Norwich North, Broadland and Fakenham and North Norfolk (see Figure 5 above).

Sutton Trust Opportunity Index:

[Opportunity Index Interactive Map - The Sutton Trust](#)

Demographically, we are serving a growing and increasingly ethnically diverse city and a rural county which by contrast has areas such as North Norfolk with an increasingly aging population, very low birth rates and limited ethnic and cultural diversity. These contrasts can be seen in the emerging 2021 census data. Whilst Norwich has 14.9% of its population aged over 65, North Norfolk has over a third (33.5%); Norwich has 17.6% of its population born outside of the UK and North

Norfolk just 4.6%. North Norfolk has officially the oldest resident population of any local authority district in England or Wales.

The college has strong relationships with key local government and economic development stakeholders. However, 2026/27 onwards is likely to be a significant period of political and structural change. The counties current seven district councils and one county council will be reformed to create three new unitary councils (see Figure 6 below).

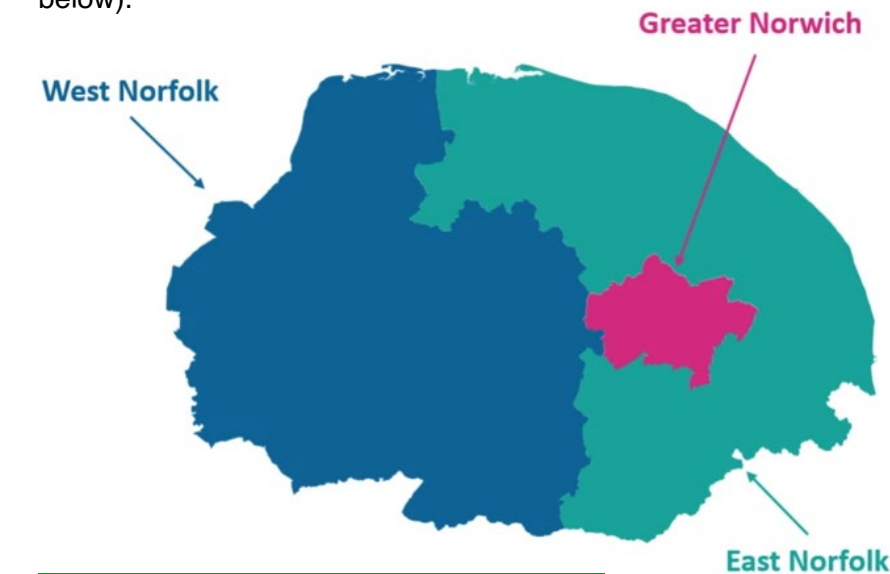


Figure 6 - Three new unitary councils

This has direct relevance to the college as key arrangements for such areas as child and adult social care, SEND responsibilities and funding, safeguarding and economic development functions will potentially change.

Additionally, 2026/27 could see Norfolk and Suffolk take further steps towards devolution with the creation of a Combined County Authority

and in time, a Mayoral Combined Authority. Again, this has important implications for the college given that adult skills funding forms part of the initial devolution package as does public transport, which forms such a key part of the way individuals access education, training and work in our region.

The final variable within this complex mix is local political leadership. In May 2026 both the Norfolk and Suffolk County Councils changed their political leadership, as did Norwich City Council. At the time of writing, it remains to be seen how new political leadership teams view the changes noted and more widely the importance of colleges and skills to their policy priorities.

The size of the college's catchment area also provides for considerable political engagement with Members of Parliament. The college is the largest post-16 education and skills provider for the constituents of seven MPs, representing four different political parties.

The Local Skills Improvement Plan (LSIP) has been constituted on a Norfolk and Suffolk basis and has been undergoing review in 2026. At the time of publication of this document, the new LSIP has not been published and this prevents us from explicitly responding to it at this time.

The college has played a very active role in the creation of the Norfolk Local Growth Plan including contributing to workshops on implementation. This plan will need to be developed into a Norfolk and Suffolk plan to meet the needs of the Combined County Authority (devolved area) over the coming months and the college is well positioned to work alongside our sister colleges in the region in ensuring skills is well respected in the final Norfolk and Suffolk plan.

Approach to developing the annual Accountability Agreement

Alongside the development of the Accountability Agreement, the college is continually engaged in a number of key stakeholder discussions.

College leaders maintain regular and productive engagement with local, regional and national stakeholders to identify the priorities and targets set out in this document, ensuring a curriculum that is relevant to local and regional needs. In 2025/26, this approach was strengthened through the creation of a senior leadership role dedicated to stakeholder engagement and a refreshed partnerships strategy.

The college plays an active role in the New Anglia Colleges Group and the Norfolk and Suffolk Provider Forum, contributing to the collaborative planning of provision across the region. Through partnership working with Norfolk colleges, the college helps shape discussions within the Norfolk Business Board on economic growth and future skills needs. Nationally, leaders engage closely with the Association of Colleges, particularly in curriculum development and T Levels, where the college’s expertise is recognised. The college also remains a National Centre of Excellence for SEND, supporting sector development and sharing best practice.

Employer engagement informs both curriculum design and delivery. The college supports key sector groups across engineering, construction, agriculture and related industries. The CEO and

Principal work closely with agricultural and land-based stakeholders through the Royal Norfolk Agricultural Association and the Food and Farming Discovery Trust, including commissioning research into future skills requirements. Curriculum and senior leaders contribute to influential groups such as the Agri-Food Industry Council and New Anglia Advanced Manufacturing and Engineering (NAAME), ensuring employer needs are embedded in curriculum planning. Engagement with major infrastructure projects, including Sizewell C and National Grid’s Norwich to Tilbury development, is also informing longer-term skills planning.

Collaboration with the region’s Technical Excellence Colleges—Construction through Eastern Education Group and Clean Energy through Colchester Institute—is supporting curriculum development and providing clearer pathways to meet emerging employer demand.

Senior leaders have actively engaged with the Local Skills Improvement Plan (LSIP), participating in its development and working directly with LSIP leads to ensure emerging priorities inform curriculum planning. This proactive engagement has been particularly important given the timing of the new LSIP.

The college has strong involvement in Norfolk County Council’s Children’s Services agenda, including leading further education representation on the Children and Young People’s Strategic Partnership and supporting initiatives for vulnerable learners, including those with SEND. The CEO also contributes to wider regional planning through involvement in the Towns Deal Board and the development of strategic priorities such as Norwich City Council’s Vision 2040.

The college works closely with Norfolk County Council and regional FE, adult learning and community learning providers to understand and respond to the implications of devolution for adult learning and economic development. This is complemented by engagement with local skills and employment boards across Norfolk’s districts and boroughs.

To support the development of a locally and regionally responsive Level 4+ offer, the college works closely with the University of East Anglia and Norwich University of the Arts to strengthen tertiary education pathways. A formal Memorandum of Understanding with UEA is enabling more targeted and strategic collaboration.

Collectively, these partnerships enable the college to set priorities that align with wider regional and national objectives while ensuring it continues to play a meaningful role in the economic and social development of the communities it serves. Across the next pages, Table 1 outlines our contribution to national priority sectors, while Table 2 provides an overview of programme types our college is supporting. Our Accountability Agreement objectives are outlined in Table 3.



Contributions to national, regional and local priorities

Utilising the national skills priorities identified within the Skills England report, Industrial Strategy Priorities and Plan for Change, this section attempts to succinctly identify the college’s current response.

Table 1

Priority sector	Current City College Norwich contributions	Changes expected in 2026/27
Advanced Manufacturing	27% of 16 to18-year-old Engineering and Manufacturing students in Norfolk (n=190). Largest provider of Engineering and Manufacturing apprentices in Norfolk (16%; n=190). Active member of New Anglia Advanced Manufacturing and Engineering (NAAME) groups.	16-18 growth Apprenticeship growth HTQ growth
Creative Industries	45% of 16 to18-year-old Creative Industries students in Norfolk (n=650). Adult Leisure learning opportunities. Strong links to local sector bodies.	16-18 stable
Defence	45% of the 16 to18-year-old Public Services students in Norfolk (n=150). Strong links to support progression of students into the military. Limited employers in this sector locally.	16-18 stable
Digital and Technologies	40% of 16 to18-year-old students in Norfolk (n=100). Provider of Digital apprentices in Norfolk (4%; n=20). Adult Digital Skills provision. Strong engagement with local FINTECH sector via Business and Digital curriculums.	16-18 growth Apprenticeship growth HTQ stable
Financial Services	32% of 16 to18-year-old Financial, Professional and Business Services students in Norfolk (n=160). Adult Accounting and bookkeeping students. Accountancy apprentices Level 2-4 (n=30). Strong engagement with local FINTECH sector via Business and Digital curriculums.	16-18 stable Adult stable Apprenticeship stable
Life Sciences	170 enrolments on Science A Levels. Good links to Norwich Research Park via Easton and UEA partnership.	16-18 stable
Professional and Business Services	% of 16 to18-year-old Financial, Professional and Business Services students in Norfolk (n=160). Professional services apprenticeships such as HR and Business Admin (n=80).	16-18 stable Apprenticeship stable
Clean Energy industries	Strong industry links through partnership with Clean Energy Technical Excellence College (Colchester Institute). Student numbers integrated into sectors such as Advanced Manufacturing and Engineering, Digital and Construction. Renewables Hub at Easton active.	Apprenticeship growth Adult Skills growth
Construction	54% of 16 to18-year-old students in Norfolk (n=640). Largest provider of Construction apprentices in Norfolk (30%; n=40). Excellent employer links to key partners such as Construction East.	16-18 stable Adult growth Apprenticeship growth HTQ growth
Health	38% of 16 to18-year-old students in Norfolk (n=330). third largest provider of Health apprentices in Norfolk (9%; n=130). Active engagement with NHS trusts locally.	16-18 stable Apprenticeship stable HTQ stable

Table 2

Priority programme types	Current City College Norwich contributions	Advanced Manufacturing	Creative Industries	Defence	Digital and Technologies	Financial Services	Life Sciences	Professional and Business Services	Construction	Health
T Levels	Largest T Level provider in Norfolk. Provision in Creative Industries, Education and Childcare, Engineering and Manufacturing, Digital, Construction, Health, Business and Management, Science. Future growth anticipated in Agriculture. Staff have contributed to ETF and DfE best practice sessions and hosted provider visits here at the college.	✔	✔		✔	✔		✔	✔	✔
Apprenticeships	Largest apprenticeship provider in Norfolk (n=1,130) ¹ . 230 higher and degree apprentices. The largest sectors include Construction, Health, Engineering and Manufacturing, and Agriculture and Animal Care.	✔			✔	✔		✔	✔	✔
Free Courses for Jobs	Increased diversity of FCfJ offer at Level 2 allows broadening sectors	✔						✔	✔	
Skills Bootcamps	Project management and forestry management programmes continue to be successful. Reductions in funding and uncertain allocations for 26/27 mean that planning has not fully developed.							✔		
Higher Technical Qualifications (HTQs)	HTQs approved in Construction, Digital, Engineering and Manufacturing and Health.	✔			✔				✔	✔

The following are the Accountability Agreement objectives for 2026/27

Table 3

Objective	Actions	Associated KPI's
City College Norwich is committed to the implementation of reformed 16-18 qualifications that create coherent pathways of progression for our learners. These pathways will include carefully considered routes in A Levels, V Levels and T Levels at Level 3, and occupational certificates and foundation certificates at Level 2. The college will ensure that it remains responsive, well-informed, and strategically positioned to implement reforms effectively while maintaining continuity and quality of provision. We also commit to actively contributing to the National sector-wide development of these qualification routes and the professional development that supports the implementation of these reforms.	- We continue to build on our partnership working to create provision pathways that meet local, regional, and employer skills needs - The curriculum offer is aligned with national policy developments and emerging qualification frameworks - Curriculum planning is efficient, financially sustainable, and delivers high-quality learner outcomes - Progression pathways for all learners are clear, well defined and communicated effectively with our external stakeholders including Learners, parents and carers, and employers.	- Through annual CPF cycle introduce V Levels in Accounting and Finance, Digital Systems and Data and Education - Through annual CPF cycle introduce Occupational certificates in Education and Early Years and Catering and Hospitality - Embedded programme of staff professional development to support skills requirement for new qualifications - Development of delivery spaces in line with qualification changes - Maintain position at forefront of sector wide professional development in line with qualification reform - Increased progression between I2-I3-I4+.
NEET To ensure our colleges make a positive contribution to increase the proportion of Norfolk young people aged 16 and 17 who are in engaged in education, employment or training.	- Increase retention, so that learners remain in learning throughout the two years following post compulsory education - Increase the types of programmes available to include more flexible options for those with the biggest barriers to learning - Develop strong partnerships with third sector, ITPs and other providers to develop new and innovative models of delivery.	- Retention measure - Number of Aspire places available for part-time and full-time programmes - Number of formal partnership agreements.
Level 4 and 5 - Expand and strengthen Level 4 and Level 5 technical provision to meet local and regional workforce needs, supporting progression into priority sectors informed by the LSIP, local, regional and national skills plans and priorities, whilst increasing participation in higher-level education.	- Increase recruitment into existing Level 4 and 5 programmes in priority sectors such as Digital, Health, Construction and Engineering - Introduce new higher technical pathways where employer demand is evidenced through LSIP brokerage work and labour market data - Create and communicate clear progression routes from Level 3, T Levels, apprenticeships and vocational programmes into Level 4 and 5 provision - Increase visibility and accessibility of Higher Technical Qualifications (HTQs) and apprenticeship routes at Level 4 and 5.	- Progression from Level 3 internally to Level 4 and 5 to align with national benchmark figures for college based HE providers - Improved progression into skilled employment and higher-level learning aligned to local and national skills priorities - Strengthened employer engagement in co-created curriculum.

Objective	Actions	Associated KPI's
Through strong engagement with the Construction TEC (West Suffolk College) and the Clean Energy TEC (Colchester Institute) the college will develop capacity and technical expertise to expand curriculum in these Industrial Strategy target areas.	Utilise Construction TEC funding to: - Upskill staff to improve Construction teaching leading to an increase in key performance metrics. - Expand module options at Levels 4 and 5 to meet industry needs - Expand part-time adult upskilling course offer. Utilise Clean Energy TEC funding to: - Develop expanded curriculum offer for adult students - Develop new curriculum for adults, apprentices and 16-18 students in fabrication and welding ready for 27/28 delivery - Develop expanded offer in Electric Vehicle training for adult students in 27/28 - Expand module options at Levels 4 and 5 to meet industry needs.	- Introduce Level 4 Quantity Surveying for September 27 - Expand delivery of Level 4/5 Civil Engineering delivery for September 27 - Introduce new adult part-time curriculum in construction trades in 26/27 academic year - Commission fabrication/welding workshop to support delivery from September 27 - Develop fabrication/welding curriculum for September 27.
To further develop strong and productive engagement with elected officials and officers leading preparations for local government reform and devolution, in order to ensure that the college is strongly positioned to navigate the changes and mitigate any impact on students and/or staff.	- Visits from council leaders to relevant sites - Work with the Norfolk and Suffolk Colleges to develop a collective approach to promoting the college sector - Strong engagement with planning processes for Adult Skills funding devolution - Active engagement with LGR planning for safeguarding arrangements.	- Elected leaders from three local authorities visiting in 2026/27 - Workshop led and delivered for the Norfolk and Suffolk colleges to develop partnership approaches 2027/28 shadow adult funding arrangements planned for and integrated into college activities - Engagement via Norfolk safeguarding children board with future Norfolk plans.
To build Easton College's role as a leader in the AgriFood sector through collaboration with industry and sector leadership leading to the creation of a development plan co-owned with the sector.	- Work with the Royal Norfolk Agricultural Association and local leaders in the sector to resource a collaborative role to support development of a co-owned local sector skills plan - Liaise with partners at the UEA, the Food Enterprise Park and Norwich Research Park to understand local capacity and offer.	- Collaboratively owned AgriFood Development role in place in 26/27 academic year - Supporting governance structures implemented in 26/27 - Draft sector skills development plan created by end of 26/27 academic year.



Inclusive Mainstream Fund

The inclusive mainstream fund is designed to help equip and empower mainstream settings like the college to deliver a stronger inclusive mainstream system overall.

Central to a stronger inclusive mainstream system is a strong universal offer built on whole-college approaches which enable young people with barriers to learning to achieve and thrive.

As part of the universal offer, the college is expected to embed inclusive practice in line with seven areas of inclusion:

- a) Ambitious leadership and governance that embed inclusion in planning
- b) Evidence-based support prioritising early intervention
- c) High-quality, adaptive teaching
- d) Accessible and enriching provision
- e) Creating a safe and nurturing culture
- f) Supporting and working with families in partnership
- g) Creating inclusive environments with continuous improvements to accessibility.

The rationale for the funding is based on the idea that inclusive ordinarily available provision based on the above will benefit all learners, not only those with SEND. Young people learning alongside their peers has proven academic and social benefits for all, as high-quality, evidence-based teacher led provision that differentiates for all needs and strengths can increase engagement, belonging, and participation. The universal offer will equip leaders and teachers in the college with the tools and confidence to meet a range of commonly occurring, predictable needs whenever they arise or escalate.

Key area of focus:

- Increase inclusive teaching capacity: Fund additional Inclusion Specialist Teaching and Learning Coaches (TLCs) to work directly with staff and targeted student groups to embed adaptive, inclusive classroom practice.
- Strengthen transition support for SEND families: Create a dedicated Inclusion Specialist Transition Parent Adviser role to support Year 11–12 transition and develop SEND strategy and local offer.
- Enhance inclusive careers provision: Fund an Inclusion Specialist Careers Adviser to lead and embed SEND-focused careers education, pathways, and whole-college strategy.
- Develop study skills support: Invest in Academic Support Leads to provide structured support in organisation, time management, and study skills.
- Build inclusive culture and expertise: Introduce Inclusion Champions and targeted TLC deployment across priority curriculum areas to support inclusive practice and leadership.
- Enhance staff capability through CPD: Develop and record high-quality training resources for Learning Support Assistants, including funding staff cover to enable this work.
- Whole-college inclusion development: Fund and deliver an inclusion-focused Staff Development Day to strengthen inclusive practice across the organisation.
- Strengthen adaptive teaching: Invest in CPD and resource development to improve adaptive teaching strategies and ensure high-quality, evidenced practice for a changing student cohort.
- Improve SEND communication with families: Create clear and accessible SEND information packs to support parents and carers.
- Review and strengthen systems and leadership capacity: Fund management time to audit key systems (e.g. ILPs, student profiles) and policies, ensuring they are effective, accessible, and aligned with SEND reforms and Ofsted expectations, supporting early intervention and inclusive practice.



Local needs duty

During the 2025/26 academic year the college has been reviewing and updating its Curriculum Strategy. The research and consultation work associated with that work has led the Governing Body to assure itself that we have completed our triennial curriculum review and met our local needs duty (May 2025).

In addition, the college undertakes a rigorous annual review of the intent of every curriculum area through our course planning processes. This process reviews the “intent” of each programme including current demand from individual and employers and wider economic projections through a series of intent presentations.

These presentations include the following:

- The intent presentations make comprehensive use of the RCU Vector tool which includes local market intelligence information and other sources of evidence
- Sector skills plan and/or industrial strategy priorities were included
- Heads detailed employers or stakeholder groups who informed their curriculum plan
- Reviews included patterns of recruitment (demand) and progression
- National developments in curriculum design where considered and integrated, noting how CCN would react to changes.

Our intent presentations provide a coherent overview of all provision by sector, regardless of funding stream or learner age.

Scrutiny of such intent presentation was completed by academic leadership peers, the senior academic team and colleagues from across professional services such as marketing, HR, finance and estates, to ensure coherence in understanding of college priorities.

These intent presentations are then translated into detailed curriculum plans (which include the testing of financial viability of provision), to ensure that we plan for a curriculum that meets both local needs and the demands from applicants. This is known as our course planning file (CPF) process.

Within this process of considering local needs, strong engagement with key local plans and stakeholders is evident. This includes the Norfolk Local Growth Plan and sector specific groups who articulate their sectors skills and training needs. As noted earlier, at the time of publication of this document the new LSIP for Norfolk and Suffolk was not available to refer to.

Corporation statement

On behalf of City College Norwich, it is hereby confirmed that the college plan reflects an agreed statement of purpose, aims and objectives as approved by the corporation in July 2026.

The plan will be published on the college’s website within three months of the start of the new academic year and can be accessed from the following link:

<https://www.ccn.ac.uk/our-college/city-college-norwich-strategy/>

Marcus Bailey
Chair of the Governing Body
of City College Norwich

Supporting documentation



College information

Annual financial accounts and other Governance related documents can be found here: <https://www.ccn.ac.uk/our-college/city-college-norwich-corporation-and-governance/city-college-norwich-corporation-documents/>

The college's Ofsted reports can be found as follows:

- FE and Skills: <https://files.ofsted.gov.uk/v1/file/50263207>
- FE Residential: <https://files.ofsted.gov.uk/v1/file/50267320>
- Teacher Training: <https://files.ofsted.gov.uk/v1/file/50307742>
- Nursery: <https://files.ofsted.gov.uk/v1/file/50240099>

Relevant supporting information

- The Local Skills Improvement Plan (LSIP) for Norfolk and Suffolk pages can be found here: [Norfolk and Suffolk LSIP](#)
- The Norfolk Local Growth Plan can be found here: [Norfolk's Local Growth Plan - Norfolk Business Board](#)
- Information on the potential Combined County Authority and devolution for Norfolk and Suffolk can be found here: [Norfolk and Suffolk Combined County Authority - Norfolk and Suffolk Combined County Authority](#)
- Information on Local Government re-organisation can be found here: [Local government reorganisation - Norfolk County Council](#)
- Norwich City Council's 2040 City vision can be found here: https://www.norwich.gov.uk/info/20324/norwich_2040_city_vision



