

Kingston-upon Hull 14-19 Strategy for Learning

Information, Advice and Guidance
Gold Standard

Report for
Newland School for Girls



IAG Gold Standard Assessment – Newland School for Girls

External Assessment carried out on 03.06.08

Assessor – Brenda Hardy

Overview

Newland School for Girls is a smaller than average comprehensive school with Mathematics and Computing specialist status. It caters for girls aged 11 – 16. On roll currently are 830; the percentage of learners eligible for free school meals is well above the national average and the proportion with special needs is 17-20%. The school has a City-wide catchment and many of the girls come from areas of high social and economic deprivation. The headteacher, Angela Martinson has been in post for four years.

Assessment

In order to assess the range and quality of IAG provision, it was necessary to start with the institutional procedures. A comprehensive range of paper-based evidence was provided, a planned programme for assessment prepared and arrangements were made for me to meet and talk at length with Vivian Carass, Careers Co-ordinator, Kevin Cookson, Year 11 tutor, Alison Gray, Head of Key Stage 4, Mary McLeod, Connexions Personal Adviser (PA) Sue Corscadden, Deputy Head responsible for IAG, Angela Martinson, Headteacher and a selection of young people. A comprehensive portfolio of evidence was presented, containing a wide range of materials including policy documents, schemes of work and lesson plans, evaluation findings, minutes of meetings, school SEF, Ofsted report, copies of communication with other agencies, completed documentation, job descriptions.

The school has a written policy for IAG and a coherent Personal, Social. Health and Careers Education programme with schemes of work for each year group from Year 7. PSHCE is delivered by tutors in a programme known as the 'Gold Programme' and is a comprehensive series of tutorials for one lesson per week. Tutors have regular meetings and staff development opportunities.

The final assessment procedure took a full day. During the assessment, observation of IAG practice was carried out and visual inspection of the available facilities for learners to access information, advice and guidance confirmed that these were in place and accessible. The relevant evidence demonstrating each Element and Component of the Kingston-upon-Hull Gold Standard for Information, Advice and Guidance was provided and matched to the required standard as described below.

Element 1 – Accessible and Visible Information

Component 1: There will be one or more information areas, open at clearly displayed times, accessible to all learners and providing a range of appropriate, current and impartial information which meets all needs

There is a Learning Resource Centre (LRC) containing a Careers Section to which all learners have access at publicised times between 8.00 am and 5.00 pm. The LRC is stocked with current and relevant information presented in a range of formats. There are computers with internet access and a good variety of multimedia packages including 'Streets Ahead', 'Careerscape' and 'Connexions Direct jobs4U'.

Component 2: All staff involved in providing information will be familiar with its content and purpose

All school staff are aware of the range of available information as described above and support learners in accessing information appropriate to their needs.

Element 2 – Accessible Advice and Guidance

Component 1: Internal and external advice and guidance practitioners will collectively possess the necessary skills, knowledge, training and qualifications to identify and respond to each learner's needs.

Teachers can make learner referrals as and when necessary and PAs have regular formal and informal meetings to share information with school staff. There is a designated room with phone and internet-enabled computer for the use of guidance workers in school. Learners are given introductory talks by Connexions staff and invited to access help whenever it is required. Day-to-day communication between school and advice and guidance workers is excellent and provides a strong basis for sound partnership working.

The Head of KS4 has two learning mentors in her team and all staff work closely with Connexions to ensure that all learners have regular access to a qualified Generic or Careers Personal Adviser and learners are made aware of the Connexions Centre in Hull. The generic PA is based in 'The Lodge' which houses the inclusion unit and is a multi-agency resource area forming a base from which staff from a number of support agencies operate.

All members of the school staff and external guidance workers are CRB checked.

Component 2: All advice and guidance practitioners will know about the work of other IAG providers who may be better placed to meet learners' needs

Connexions PAs have access to staff for additional information or discussion if needed, as do personnel from other relevant external organisations. The Careers Co-ordinator and Head of KS4 actively oversee the work of all advice and guidance practitioners to ensure best response to all learners' needs.

Element 3 – Linked IAG Provision

Component 1: The provision of linked advice and guidance will be part of the remit and role of a senior manager within the organisation or service

The Careers Co-ordinator and Head of KS4 work closely with the Headteacher and tutors to ensure that all IAG provision is linked within the management structure of the school. There is an ethos of developing each individual to achieve their potential and of raising achievement via self-motivation and self-awareness. The Headteacher regards the PSHCE programme as central to developing the skills, knowledge and attributes required by young women moving into adulthood in the 21st century.

Component 2: All IAG practitioners will make clear to learners the links between IAG services and support learners in their transition between these services

The Careers Co-ordinator is responsible for liaison with Connexions PAs and personnel from other external IAG agencies as required. The school's Partnership Agreement with Connexions Humber defines agreed procedures to be followed by Personal Advisers. The Careers Co-ordinator and Head of KS4 oversee all learner transitions between IAG services.

Component 3: All IAG practitioners will recognise professional boundaries and know which alternative provision is appropriate for signposting or referral to meet each learner's guidance needs

This is a school serving a very wide range of local guidance needs in an area with many socially and economically disadvantaged families. Consequently, there is a great need for a wide range and diversity of information, advice and guidance available. Learning mentors operate on a self-referral basis as well as having learners referred by tutors. They in turn have access to other support professionals including Education Welfare Officers (EWO) and Connexions PAs.

Element 4 – IAG Responsiveness to the needs of clients

Component 1: IAG provision will promote equality of opportunity and access

The school has a written policy on equal opportunities and sets out clear structures and procedures to ensure equality of IAG provision. IAG materials are available in a variety of formats and differentiated information is available for learners with special needs. A comparatively high proportion of the girls do not have English as their first language; information and career action plans often need to be translated in to their native language.

Staff delivering IAG and the PSHCE programme ensure that material is suitable for all learners. Staff have regular meetings both formally and informally with each other and outside agencies. All learners are made aware of how to access information, advice and guidance from staff within school and those from outside agencies.

Component 2: IAG will be available to all, with specific resources directed to learners identified as having additional needs.

The school has learners with a wide mix of ability. Learners with identified needs are given extra support either via differentiated materials or classroom support from a Teaching Assistant (TA). Two learning mentors are also available as support to learners.

Element 5 – Quality and Delivery of IAG

Component 1: IAG will be underpinned by a development programme of planned personal learning based upon national recommendations

The planned PSHCE programme is written and co-ordinated by the Careers Co-ordinator and delivered by tutors. The content of the programme is based upon DCSF recommendations and covers careers education, sex and relationships education, citizenship, enterprise and equality and diversity. Learners receive:

- support and referral for specialist advice and guidance
- careers education and personal development activities to promote job search including use of the East Riding and Hull Area Prospectus and Common Application Process (www.learnhull.co.uk) writing CVs, application forms and preparing for interviews
- access to available financial support e.g. EMA

All teaching and learning materials are prepared for staff via the careers co-ordinator and lesson plans are prepared and adhered to.

Component 2: IAG will be targeted at the needs of learners and informed by social and economic priorities at local regional and national levels

Well-structured and co-ordinated systems for the delivery of advice and guidance to individual learners are in place with extremely effective referral mechanisms. An excellent relationship exists between the school and advice and guidance staff with a high degree of integration into the school systems enabling effective delivery.

Element 6 - Impartiality of IAG Provision

Component 1: IAG will promote all available options based on the needs and circumstances of each individual.

Information on all options post 16 is made available to all learners via a various careers events to which a range of post 16 providers are invited. All learners have free access to the Connexions Careers PA and promotional information from local providers is available in the LRC.

Learners are also taken to visit post 16 providers.

EBP work experience diaries and Connexions Humber i4u Planners are used with every student.

Component 2: IAG will support learners in making informed decisions not led by institutional targets or goals.

As an 11-16 institution, Newland School does not favour any particular progression route for its young people. Many progress on to further education either at Wyke College, Wilberforce College, Hull College or Bishop Burton College and all available Apprenticeships are discussed with learners. The school has been at the forefront of testing and trialling the new Area Wide Prospectus and Common Application Process (CAP) but because of difficulties with the system not having information from Hull and Wyke College available in time have used some paper resources this year. However plans are in place to use the on line system from September 2008.

Element 7 – IAG for Learning, Work and Progression

Component 1: IAG for learning work and progression will support learners in exploring the implications of possible career choices when planning their futures

The school has a number of learning opportunities that learners are encouraged to access which relate to learning, work and progression. Enterprise activities are on offer together with specific curriculum days, there are strong links with Humberside Education Business Partnership (HEBP), and work experience is offered to all learners. Work experience is strongly integrated into the overall IAG programme. The school arranges for learners to visit colleges and for the colleges, armed forces and the Consortium for Learning (CFL) to spend time in school. Visits to the University of Hull are also arranged.

Component 2: The work of IAG practitioners will be informed by up-to -date and accurate Labour Market information (LMI)

Local labour market information (LMI) is gained via work experience placements with local employers. As mentioned above, the schools works closely with EBP to ensure that all learners receive work-related learning to ensure successful progression. Local LMI is access via the website www.lmihumber.co.uk

Component 3: IAG provision will ensure that all learners have access to the information they need to make informed choices.

This school has been involved in trialling the local electronic Area Prospectus and inbuilt Common Application Process. All learners are given access to computers and supported by PAs and tutors to research opportunities and make on-line applications. Not all learners have internet access at home and the school has therefore kept a stock of paper-based information.

The Careers area of the library is well stocked with up to date information.

Element 8 – Evaluation of IAG

Component 1: All IAG practitioners and learners are able to feed back their views on the provision within the organisation

Learners are invited to feed back both formally and informally on IAG provision. The Careers Co-ordinator asks learners to complete a questionnaire to assess the appropriateness of PSHCE provision in the school at every opportunity. All learners are asked to complete an exit questionnaire at the end of year 11

Regular learner meetings take place with staff delivering PSHCE where a variety of subjects are discussed including ongoing developments. The Careers Co-ordinator has conducted a number of surveys with learners and staff. Connexions PAs are able to advocate for the learner if necessary. Staff and management meetings promote discussion between staff regarding the help and support available to learners and adjustments are then made as necessary.

Recommendation

Newland School provides some outstanding examples of good practice in the provision of information, advice and guidance. Many elements of the delivery of IAG at Newland could be used as exemplary practice across the region.

There is very strong commitment from staff to maintain and continuously improve the standards achieved by the learners attending. There is also a strong emphasis on individual development of self-awareness and self-motivation. The headteacher recognises the importance of IAG in its broadest sense and has demonstrated this by appointing a part time, non-teaching co-ordinator. Much of the success of the IAG provision in the school can be accorded to the school's Careers Co-ordinator, Vivian Carass. She carries a major responsibility for the implementation of the PSHCE programme, the liaison with external agencies and the co-ordination of IAG activities.

Brenda Hardy 04/06/08

Award presented 14th October 2008
Re-assessment due June 2011