

## **IAG Gold Standard assessment – Wintringham School, Grimsby (Developing as Oasis Academy)**

**External Assessment carried out on 21 June 2007  
Assessors – Brenda Hardy and Mick Mather**

### **Overview**

Wintringham School is currently an 11-16 school with 60% of its cohort on the special needs register. It is working towards becoming one of two new Academies in North East Lincolnshire opening in September 2007 and planning for this transition is well under way. It is envisaged that the IAG procedures in place at the time of this assessment will remain in place and will be enhanced once the school relocates to new buildings in 2009.

The school has a written policy for IAG and a coherent programme with schemes of work for each year group from Year 7. PSHCE is delivered by a dedicated team of teachers who have regular meetings and access to continuing professional development.

A planned programme was prepared for the assessors and arrangements made for us to meet members of SMT, acting head teacher, IAG delivery team, work experience co-ordinator, Connexions PA and a group of young people.

We were shown materials used, policy documents, schemes of work and lesson plans, given free access to any parts of the school and the opportunity to talk to staff and learners.

### **Element 1 – Accessible and Visible resources**

**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 central Learning Resource Centre (LRC) to which all learners have access between the hours of 8.30 am and 4.30 pm. The LRC is well stocked with up to date and relevant information offered in a range of formats. There are computers with internet access available for learners to use; CEG software is also networked throughout the school.

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

All LRC staff are familiar with the range, content and applicability of materials and updating is regularly undertaken by the Connexions Manager and the Careers Co-ordinator.

### **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.**

Connexions Personal Advisers have a designated room with phone and computer linked to the internet. Learners are given introductory talks by Connexions staff and encouraged to access help at any time it is felt to be needed. Teachers make referrals as and when necessary and PAs have regular formal and informal meetings to share information with school staff.

**Component 2: Advice and guidance practitioners will know about the work of other IAG providers who may be better placed to meet learner's needs**

Communication between school staff and external advice and guidance staff is excellent and provides a strong basis for partnership working. The work of school tutors complements the work of PAs and the Connexions Manager operates a referral system to external IAG providers as appropriate.

**Element 3 – Linked IAG Provision**

**Component 1: The provision of linked IAG will be part of the remit of a senior manager within the organisation or service**

Sam Atkin is the Connexions Manager in school; he works closely with Pip Lenthall (Deputy Head) and Catherine Haire (CEG Co-ordinator) to ensure that all IAG provision is linked within the management structure. The school has an ethos of raising achievement via motivation and self-awareness and spends considerable resources on different ways to improve student learning and achievement. Much of the success of the school – having raised attainment from 10% A\* - C grades in 2000 to 50% A\* - C in 2006 – is credited to good PSHCE and guidance provision.

**Component 2: Practitioners will make clear to learners the links between IAG services and where necessary support learners in their transition between these services**

Due to the fact that this school operates with this ethos of self-motivation, great efforts are made by the school's leadership team to assess the effectiveness of IAG provision through feedback from students. The services offered by external agencies is made clear and learners are well supported when referred to external IAG providers.

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

Involvement of external IAG agencies is fully co-ordinated and referrals are made as and when appropriate for individual learners. Referral procedures to internal or external guidance agencies are clear and understood by practitioners.

**Element 4 Quality and Delivery of IAG**

**Component 1: 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.

**Component 2: A planned personal development programme based upon DfES/DCSF national recommendations will underpin IAG**

A team of teachers, supported by other staff, delivers the PSHCE programme. Liaison with other agencies is ongoing and staff are often used either to deliver components of lessons or for one to one work. All teaching and learning materials are available for staff and lesson plans are prepared and adhered to. Staff use the SIMS database for storage and retrieval of information. The PSHCE programme comprises a number of topics such as preparation for and debrief of work experience, aspects of health, tutorials, career action plans/interviews and ILPs.

**Element 5 - Diversity of IAG Provision**

**Component 1: IAG provision will recognise and reflect the diversity of learners' needs and promote equality of opportunity and access**

The school has a written policy on equal opportunities and the school handbook sets out clear structures and procedures to ensure equality of provision. Lifts are available for

physically impaired, IAG materials are available in a variety of formats and differentiated information is available for learners with special needs.

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 in other more neutral premises whenever appropriate**

Learners are aware of Connexions Centre in Grimsby and some had accessed this facility with their parents. Off-site consultation with other specialised practitioners (i.e. medical, etc) is arranged as required.

### **Element 6 - Impartiality of IAG Provision**

**Component 1: IAG will promote equally all options available and open to learners based on the defined needs and circumstances of each individual to ensure as far as possible, accurate matching of stated need to help and support**

IAG is offered to learners in line with their academic ability, career aspirations and interests. Information on all options post 16 is made available to all learners via a careers convention to which a range of post-16 providers are invited. All learners have free access to Connexions Careers PA and promotional information is available in the LRC from local providers.

**Component 2: IAG will support learners in making informed decisions and will not favour any particular learner or groups of learners in order to address institutional targets or goals**

The PA has access to a range of learner information – from Connexions Humber's Trakrekord database and the school's internal recording systems in order to help assessment of guidance need. Learners are fully supported in selecting their next steps and in taking necessary action to achieve them.

### **Element 7 – IAG for Learning and Work**

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

The school has a number of resources that learners are encouraged to access which relate to learning and work. It buys in Young Enterprise and offers the Partners' Programme, has strong links with EBLO, and offers work experience to all learners. Work experience is strongly integrated into the overall IAG programme. EBLO work experience diaries and Connexions Humber i4u Progression Planners are used with every student.

**Component 3: IAG provision will ensure that all learners have access to a common 14-19 prospectus from the end of key stage 3 in order that they are made aware of opportunities and qualification requirements for study and training from the age of 14 and for further study, training or employment from the age of 16.**

At the time of this assessment, the North East Lincolnshire electronic Area Prospectus (Lincs2.co.uk) was not fully functional and staff were awaiting training in its use. However, key staff are aware and it is intended that this facility will be built in to the PSHCE programme for 2007/8.

### **Element 8 – IAG responsiveness to the needs of clients**

**Component 1: IAG practitioners will liaise with each other and all external agencies and services that provide support for learners**

The team of teachers delivering IAG ensure that the all materials used are suitable for all learners; they have regular meetings both formally and informally with each other and outside agencies. The Progress File is used effectively with all year 10s and year 11s.

**Component 2: IAG provision will ensure that available information is acknowledged and incorporated into advice and guidance sessions**

All IAG information is recorded within learner records. In addition, Connexions Personal Advisers maintain student information in the Trakrekord database. Teachers and PAs are available for consultation at parents' evenings.

### **Element 9 – 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 feedback informally on IAG provision, they are also asked to complete a questionnaire on the appropriateness of PSHCE provision in the school.

### **Recommendation**

Wintringham School/Oasis Academy is an example of outstanding IAG good practice. Indeed, many elements of the delivery of IAG at Wintringham, especially the integration of IAG throughout the school, could be used as exemplary practice across the sub-region.

There is very strong commitment from all staff to maintain and further improve the standards achieved by all learners and there is a strong emphasis on individual development through self-awareness and self-motivation. SMT recognises the importance of IAG in its broadest sense being a foundation for individual development leading to the raising of attainment at GCSE or similar.

The assessors are pleased to recommend the award of the North East Lincolnshire Gold Standard for IAG to Wintringham School/Oasis Academy.

Mick Mather and Brenda Hardy 26.06.07

Date of Award: 14<sup>th</sup> November 2008

Date for re-assessment: June 2010