



Gold Award Assessment Report

Organisation: Turton High School

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Award Version: CEIAG

Sections submitted: 3, 4, 5, 6

Assessor: Jeanette McGuire

Date of assessment: 3 July 2012

Description of Organisation:

A larger than average 11-18 comprehensive school with sixth form and specialist media arts college status located in Bromley Cross, a generally affluent, white, middle class residential suburb to the North of Bolton with some pockets of deprivation. In the academic year 2010/11 the school had a 77% A to C GCSE pass rate and 67% of the year achieving A* to C grades including English and Maths (an increase of 4% on the previous year). The school was subject to an Ofsted best practice survey (Safeguarding in Schools) in May 2010. The last Ofsted inspection was conducted in November 2009 and was judged to be a good school with outstanding levels of care and support. In 2010 the school achieved UNICEF's Rights Respecting Schools Award (one of only three in the UK at the time.)

Meetings/interviews conducted with:

Mr Porteous – Head Teacher
Bill Tomlinson – Head of Careers and Work Related Learning
Asst Head of Student Support Centre – Kelly Grant
2 Support Centre Staff – Pastoral Care Officers (Tom Berry and Diane Henderson)
Asst SENCO – Ruth Gartland
Early Intervention Worker (Bolton Council) – Charlotte Foster
Future Life Skills Adviser – Alison Saunders (follow up meeting on 9th July 2012 at Future Life Skills)
Connexions Adviser – Caroline Seddon
4 x Year 9 pupils
5 x Year 11 pupils
4 x Year 12 students

3 parents (2 face to face, 1 telephone conversation)
 School Librarian – Judith Sprawling

Viewed Library, Connexions room, notice boards in school and 6th Form Centre

Judgements against Standards:

1. Management & Leadership (completed for the Silver Standard 15.2.12)

<p>1A. There are arrangements to secure impartial, independent IAG (including 1:1 guidance) from professionally qualified careers advisers</p>	<p>A guidance qualified Connexions Personal Adviser employed by Bolton Connexions Early Intervention and Connexions Service is based full time at Turton High School. This situation will remain until at least June 2012. The PA offers a universal service to Years 9 to 13, which can be accessed by self referral, staff referral or drop-in. The PA also completes a questionnaire with Y10 pupils to help identify ‘at risk’ students. The school and PA are currently working towards the 2010/11 Partnership Agreement, as the 2011/12 has not been negotiated in Bolton Schools. The school is also receives targeted support from a Key Worker from Bolton Early Intervention team who works closely with school staff to identify vulnerable young people e.g. non-attenders and disengaged young people. The Key worker attends home visits with school staff and develops individual plans to support vulnerable young people. The Connexions PA and the Early Intervention Key Worker work very closely to support the needs of pupils in school.</p>
<p>1B. There is a member of the senior leadership team with responsibility for CEIAG and key staff understand their roles and the roles of others in relation to CEIAG</p>	<p>Organisational chart viewed and discussed with Bill Tomlinson who reports to Deputy Head Sam Gorse. Also viewed a Who’s who of careers staff on VLE. Departmental reviews take place where staff are observed delivering the C4W scheme of work. Delivery staff also have regular meetings to share good practise and share resources as well as invite Bill to speak to them to discuss any issues, or training needs. Termly line management meetings take place with Head of Careers and Deputy Head.</p>
<p>1C. There are key policies/plans (i.e. CEIAG) shared with all relevant staff that reflect the organisations commitment to good CEIAG</p>	<p>Policy on CIAG viewed outlining principles, aims, objectives, learning outcomes, delivery, implementation, monitoring and evaluation. Updated November 2011 and ratified by Governors in December 2011. Recently updated policies also viewed on Citizenship, Equal Opportunity and Work Experience. Policies available via school network for reference. SOW available in shared area for staff to</p>

<p>1D. Staff have access to relevant CPD to fulfil their CEIAG responsibilities</p>	<p>USE. School are represented on the Bolton Careers Network and North Cluster meetings and relevant information is shared with staff. Bill is asked to attend group tutor meetings when required to address issues and arranges regular inputs for staff e.g. on options and pathways post 16. Bill also produces regular newsletters (viewed) to update staff on current issues, changes in policy, etc. Tutors I spoke to felt that they were always well prepared to deliver schemes of work. They found peer support to be very useful, both at weekly meetings and via email. It gave an opportunity to share resources and strategies for delivery as well as comment on any positive or negative aspects within SOW. The tutors felt that they had opportunities to access informal CPD via peer support or via Bill or other senior leaders. Staff also have an annual appraisal where they are more formally asked to identify training needs. Staff are able to access both external training as well as internal training via INSET. Sixth form staff are trained annually on UCAS procedures and finance.</p>
<p>1E. Relevant staff understand the aims and objectives of young people's personal development activities and have been involved in their design</p>	<p>SOWs are on the shared area for staff to view the whole programme to prepare for coming weeks. As mentioned previously, tutors meet regularly to share good practise and feedback on how work is being received by pupils. Staff are also able to contact via email with queries and feedback on SOWs. (Viewed email query sent to Bill). Sixth form staff felt that the IAG delivered to 6th form students was more of a personalised programme and less structured than the C4W delivered to Y7 to Y11. Class Tutorials take place weekly and students also have one to one meetings with tutors. IAG input is based around the needs of the student e.g. support with applications, work experience, etc. The UCAS programme is delivered in a more structured way, with one to one sessions built in to support students e.g. in writing Personal Statements, etc.</p>
<p>1F. The quality of CEIAG is discussed at least annually with the Governing Body and includes reporting on young people's destinations</p>	<p>Nominated Governor for IAG: Owen Hughes Viewed agenda and minutes of a Governor's meeting where IAG was discussed. The report to Governors dated November 2011 detailed destinations, the school mock interview programme, CAP, etc.</p>

<p>1G. Suitable, confidential accommodation is available for individual IAG</p>	<p>Connexions room viewed, private and accessible to students as it is located on a corridor close to the library and school reception.</p>
<p>1H. Appropriate financial and physical resources are available to support CEIAG</p>	<p>Excel spreadsheet viewed. Budget allocated to fund resources e.g. Kudos license. School have contracted with the Alternative Curriculum Company to arrange work experience for 2 weeks for all students in Y10. CAP/AWP is the focus for Y11, Research Skills for Y9 and UCAS and alternative options for 6th Form. School is also working on a careers section of the VLE which includes PDF versions of "Which Way Now?" and "It's Your Choice"</p>
<p>1I. Sufficient time is made available for CE programmes</p>	<p>Year 7 – "Opening Minds" which incorporates C4W. Introduced 2011/12 for whole academic year, 3 hours per week. Year 8 C4W programme, 1 hour per week for whole academic year. Modular programme (blocks). One of blocks =Real Game. Year 9 Autumn Term – Research Skills. 1 hour per week. This is project based. Learners have to research careers and learning pathways. Year 9 Spring Term – focus on option choice including one half day at Bright Futures event (held at local hotel). Pupils have the opportunity to find out more about 2 career ideas of there choice by listening to input from employers. Year 10 – focus on preparation for and debrief from work experience. End Year 10 – introduction to AWP/CAP. Year 11 – C4W – 1 period per week throughout academic year. Year 11 Autumn Term – register and use AWP/CAP. 10 weeks x 1 hour per week.</p>

<p>Judgements against Standards:</p>	
<p>2. Design and Delivery of CEIAG (completed for the Silver Standard 15.2.12)</p>	
<p>2A. Young people have easy access to impartial and independent careers advice at a time and place that suits their need.</p>	<p>See 1A</p>
<p>2B. CEIAG is impartial, accurate and current and includes all option choices and qualifications</p>	<p>The school has embraced the use of AWP and CAP and all students have access to information on all local colleges. Prospectuses from local colleges are also displayed in school and local colleges are invited in to give talks to students e.g. Bolton</p>

	<p>College. Form tutors support pupils in completing their CAP and monitor the progress of students in identifying suitable post 16 provision. Form teachers signpost pupils to Connexions if they would benefit from additional support.</p> <p>School has recently reviewed the careers library information and have decided to focus on IT based resources as pupils find this more attractive. The VLE is being developed and has a designated careers section.</p> <p>The 6th form staff invite a variety of speakers to speak to students e.g. Dundee University speak about admissions. All students are given time to attend the UCAS Event. In response to student requests, 6th form staff are currently organising an event for students aimed at those students who are looking at alternatives to university. The event will be informal and will give students an opportunity to speak to employers to find out more about the apprenticeship route, employment options, etc. Posters are on display/notice boards to advertise events, vacancy information, Open Days, etc. 6th form staff also support students by arranging visits to Oxford and Cambridge as well as organising work experience, etc.</p>
<p>2C. CEIAG services take account of diversity and equality of opportunity issues and seeks to challenge and raise aspirations</p>	<p>Equal Opps policy reviewed regularly.</p> <p>There are lots of opportunities for pupils to access work experience in 6th form to find out more about careers and built up experience for their UCAS Personal Statement. The school also runs clubs e.g. Law Club in 6th Form, where students are able to meet and make links with solicitors and barristers which support raising of student aspirations.</p> <p>School ensure that there are staff available to support SEN learners so that they can access the same CE curriculum as other learners e.g. the Research Skills course in Year 9 where learners have to use the internet to find out more about careers to prepare a presentation; in Year 11 pupils are invited to be involved in the mock interview scheme; learners in Year 11 are supported to completed their personal statement on the CAP.</p>
<p>2D. Coherent links exist between curriculum areas, for example; CE, Personal & Economic Wellbeing, Financial Capability, Citizenship, WRL activities and the wider curriculum and these links are</p>	<p>C4W encompasses WRL, Citizenship, Careers Education and Economic Wellbeing. Personal Finance is being delivered by Maths Dept as part of C4W in Year 11.</p>

<p>understood by staff, monitored and evaluated</p>	<p>PE dept – run mini Olympics in local primary schools. RE dept organise visits to places of worship/work in Year 7.</p> <p>Staff display posters of careers linked to subject areas on departmental noticeboards and are advised to signpost pupils and students to relevant staff and Connexions for individual IAG.</p> <p>All departments have departmental reviews of staff delivery, staff and pupils also evaluate SOW which is fed into annual planning.</p>
<p>2E. The programme has clear learning outcomes that are understood by young people from the outset</p>	<p>SOW viewed (including lesson plans, handouts and Powerpoints) show clear learning outcomes. Young people evidenced this, they felt that lessons were clearly introduced at the start of each module and lesson and that they had regular opportunities to feedback on their learning.</p>
<p>2F. The programme is adapted to meet the needs of young people e.g. SEN, ESOL</p>	<p>All pupils have equal access to CE programmes without any specific adaptation. Both tutors and pupils discussed the one to one support available to SEN and ESOL students in lessons, which enables all learners to access the same curriculum. SEN students are also helped with handouts on sentence starters, adjectives to use, etc when completing their CV. In Year 9 tutors assist SEN pupils by printing off materials and highlighting specific sections. (See 2C)</p> <p>There are excellent links with colleges, particularly Bolton College. All pupils access work experience in Year 10 and one to one support is available from Learner Support staff. School offer a Foundation course for a select number of SEN students as part of their 6th form offer. This programme involves students working in 6th form for 4 days and going to Bolton College to do taster course for 1 day per week.</p> <p>Students who need intervention are well supported within a strong pastoral system which includes regular monitoring and evaluation. There are regular student reviews, mentoring and transition reviews. The PA attends all Year 9, Year 10 and Year 11 reviews, produces LDAs and shares information; generally there is a good working relationship to ensure students are supported.</p>
<p>2G. Monitoring and evaluation processes sample the views of staff; parents/carers; guidance professionals e.g. Personal Advisers; and young people, and inform the CEIAG provided</p>	<p>All pupils are asked to complete a feedback sheet at the end of each module which is fed into wider planning. This includes 3 main areas what works well; things to improve; what I have learned. As</p>

	<p>mentioned previously, staff can support each other in the delivery of sessions and can adapt it, share additional resources, etc. SOW are dynamic and can change based on the makeup of that year group, as well as to meet the needs of the tutors delivering the sessions. E.g. the Year 9 Research Skills module has been extended to a full term delivery, from half a term delivery, responding to the feedback from staff and pupils. SOW are updated annually based on feedback from pupils, staff and parents via meetings with Heads of Department and Senior Leaders.</p> <p>From Student Voice feedback, tutors are arranging an event in March for 6th form students who do not want to go to university. A questionnaire has been compiled to ascertain the career areas which students are interested in, so that suitable employers are invited to the event. The idea has been developed as those going to University have asked that graduate entry be discussed as well. This event is being delivered in response to the growing numbers of students interested in alternatives to university.</p> <p>Bill also ensures that all careers events are evaluated by those attending as well as completing an annual survey with pupils and parents/carers. Bill selects a random 50 students and 50 parents/carers and asks them to complete an evaluation of the Key Stage 4 IAG programme.</p>
<p>2H. The CE programme includes:</p> <ul style="list-style-type: none"> ✓ Decision Making ✓ Self Awareness ✓ Career Exploration ✓ Career Management 	<p>See 1I</p>

<p>Judgements against Standards:</p>	
<p>3. Working With Partners</p>	
<p>I am confident that Turton High meet all criteria in section 3 in the following ways: -</p>	
<p>3A. Key partners contribute to the development of CEIAG services</p>	<p>Kelly Grant (Asst Head of Student Support Centre) discussed a range of agencies school work with to deliver an alternative and supportive offer to pupils. Agencies include training provision such as Training for Today, Bolton College, Rathbone, etc. Support services include 360, Early Intervention Services, CAMHs.</p>

Kelly told me about a number of services which offer an alternative package of education for students to choose as an option in Year 9. For example, some students are able to choose courses at Bolton College or with a training provider such as Training For Today. Future Life Skills also arrange work experience for pupils in Year 10 and can offer longer term work experience placements for disengaged students. All young people are made aware of the Year 9 options via booklets and talks in school. All of the Year 9 learners I spoke to were aware of the vocational option and all felt that the Options Evening in school was extremely valuable for both them and their parents/carers in enabling them to find out more about options and to make a realistic option choice. All of the Year 9 pupils I spoke to were aware of Connexions and the role that Carolyn had in supporting them in making choices for the future. Carolyn attended the Year 9 Options Event and had done a Year assembly to explain her role. The pupils were aware that they could arrange an interview with Carolyn via their form teacher or via Bill.

Alison Saunders from Future Life Skills meets with subject leads on a termly basis and supports them in arranging work related activities in their subject areas e.g. a visit to the theatre in English as well as arranging for speakers to come into school to speak to young people. 6th Form students told me how much they benefited from a talk given by a visiting barrister. They valued this as they felt that they could ask questions of someone who was doing the job and could give them 'real' advice about how to get into the law profession.

Year 11 students were equally enthusiastic about an Enterprise Day run by Future Life Skills where they experienced team building activities and well as finding out more about finance via input from a bank and revision skills from speakers from John Moores University.

Charlotte Foster from Bolton Council Early Intervention Team told me how she works with young people, whose attendance has dropped below 80%, working closely with both Connexions and the Student Support Centre staff to offer a personalised support package for individual learners. This involves joint home visits to young

	<p>people to look at options to build up a alternative package of support.</p>
<p>3B. Partner organisations (internally and externally) understand each others roles in the support of young people</p>	<p>Viewed Service Level Agreements between school and Training for Today and Future Life Skills. Both agreements outline the responsibilities of each organisation.</p> <p>Bill Tomlinson shared minutes of meetings which took place between Future Life Skills and subject leads to identify areas of potential enterprise and employer involvement.</p> <p>Kelly Grant discussed planning meetings and visits which have taken place with Training for Today, who offer work placements for learners in Key Stage 4 as an alternative curriculum option. Parents and pupils are invited into meetings with partners to discuss choice as part of the options process, which also include Taster Days for learners.</p> <p>Year 11 pupils spoke to me about an Enterprise Event which had taken place involving Future Life Skills. Evaluation of this event viewed. "90% (of pupils) enjoying the two days and most students said they would recommend the event to other students. 92% of students said that they had a better understanding of enterprise skills, communication, money management, problem solving, team work, etc than before they had participated in the day".</p>
<p>3C. Formal agreements are current and are reviewed at appropriate times and include information sharing and data protocols</p>	<p>There is no current Partnership Agreement between school and Bolton Connexions. School is still working on the previous Partnership Agreement 2010/11, which allocated 3 days per week to school, for a universal and targeted service. This agreement is reviewed termly with Caroline Seddon (Connexions PA) on an informal basis. The Head Teacher confirmed that Connexions support at 3 days per week will be supplied without charge for another academic year. There are no plans at this stage to hold a formal meeting to plan the work to be completed for 2012/13. The Connexions Adviser told me that she meets regularly with Heads of Year and Pastoral staff to plan her work and has an interim plan in place to outline her work on a termly basis. Information sharing and data protocols agreed on previous Partnership Agreements will remain in place.</p> <p>Viewed Service Level Agreements with Training for</p>

	<p>Today and Future Life Skills. Both agreements are reviewed on a formal basis annually and cover information sharing and data protocols. SLAs are reviewed more regularly on an operation basis e.g. Kelly works with Training for Today to review the numbers of young people on their provision, to refer new learners into the provision mid year, etc.</p>
<p>3D. There are agreed systems for assessment, referral and information sharing that are being used to ensure that young people receive appropriate support. These are monitored and reviewed at least annually</p>	<p>Referral forms viewed including referrals to the Student Support Centre, Referrals to a Single Agency, CAF, Ladywood for SEN Outreach support, etc.</p> <p>For example; viewed referral paperwork as part of visit to Alison Saunders at Future Life Skills. Referral forms are completed by schools with the pupil and parental consent. A multi agency planning meeting to discuss future options will have taken place in school (including such people as pastoral staff, Early Intervention, pupil and parent) before referrals are made.</p> <p>Turton have a system for referral to various agencies, including Service Level Agreements which are reviewed at least annually. Staff from school keep in contact with partners to check pupil progress e.g. review meetings in school, review paperwork received at least termly from providers such as Training for Today or Bolton College.</p>
<p>3E. Appropriate agencies are notified if a young person disengages from learning and systems are in place for partners to work collaboratively to re-engage young people to prevent long term disengagement</p>	<p>Referrals to Early Intervention Service to support with attendance take place when a pupil's attendance drops to 85%. School will have contacted parents/carers on a number of occasions, both by letter, phone calls and visits before the Early Intervention Worker (Charlotte Foster) becomes involved when attendance drops to 80%. Diane Henderson has a lead role with parents as part of her Pastoral Care Officer role. She works closely with Charlotte in supporting parents/carers and identifying issues and strategies to re-engage the pupil back into school. Alternative packages of support can be agreed (see 3D) to re-engage learners.</p> <p>Charlotte works closely with both the Student Support Centre staff and pastoral mentors as well as with the Connexions Personal Adviser.</p>
<p>Evidence seen prior to and during the visit which support this section</p>	<p>Criteria</p>

Minutes of planning meetings showing partnership/collaborative working	A, B
Information on 6th Form Event	A, B
SLA with Future Life Skills	C
SLA with Training for Today	C
Interim Delivery Plan with Connexions – Summer term 2012	C
Referral Forms	D, E
Referral Procedure, process	D, E
Example ILP and IBP	D, E
Example Personalised Learning Plan	D, E

Judgements against Standards:	
4. Information and Communication	
I am confident that Turton High meet all criteria in section 4 in the following ways: -	
<p>4A. Young people are informed of and have access to current, relevant information resources in formats suitable to their needs and requirements that is organised in a way that is easy to identify and locate</p>	<p>CAP used (Search and Apply functions) which details all post 16 provision. Pupils are given support via school to complete and send applications for provision. Open access computers available in various areas in school (viewed those in the school library) so that learners can access both the careers information on the school VLE and Connexions website as well as other websites for careers research.</p> <p>The pupils I spoke to confirmed that they had access to the school library and access to IT from a wide variety of bases in school. I viewed IT in the school library and 6th Form Resource Area (also viewed journals, reference books (HEAP guides, etc) and local prospectuses. I also viewed the Connexions resources area as well as the school VLE.</p> <p>Viewed the Evaluation of the Careers Library completed by Madeleine Melling. It was suggested that the majority of paper resources were discarded as they were out of date; these recommendations had been acted upon. The main focus is now on IT based careers resources (as evidenced by the budget sheets showing renewal of KUDOS license, etc as well as viewing the school VLE and Connexions website). All pupils in Y9, Y10 and Y12 confirmed to me that they would prefer to use the internet rather than paper resources. Viewed the 6th Form Centre library which contained local prospectuses and leaflets. Bill Tomlinson confirmed</p>

	<p>that school is focusing on IT as it's main source of information, complemented by leaflets e.g. training provider information, financial information, etc (viewed in both 6th Form and School careers resource areas).</p>
<p>4B. Young people are made aware of the careers information resources at appropriate times, and are reminded of their availability and how to access them</p>	<p>Year 9 SOW on Research Skills and Year 9 PowerPoint presentations viewed. Year 9 pupils discussed how this project had helped them as they had used KUDOS Inspire and other internet sites to produce a Power Point presentations. They were able to identify the research skills they had used for this project and apply them to their option choices Pupils felt that this project and their School Option Choice Evenings had been vital in helping them choose their options.</p> <p>The School Librarian told me about Library Inductions she completes with all pupils in school. She also supports pupils e.g. Year 9 pupils in researching their career ideas for their PowerPoint presentations and Year 12/13 with using the UCAS website.</p> <p>Students in Y12 told me about an upcoming UCAS session where they will be shown how to use the UCAS website for both searching and applying for courses. I viewed a student using the main library. Year 12 students told me that they have adequate access to IT in school both in the 6th Form Centre as well as in the main school.</p> <p>All pupils I spoke to confirmed that the school librarian is available should they need support in accessing or finding information, both during, before and after school. They were also comfortable to ask their form teacher or Mr Tomlinson if they needed support.</p>
<p>4C. Guidance professionals can access appropriate resources when conducting guidance interviews</p>	<p>Viewed the Connexions rooms and the materials available e.g. local prospectuses, leaflets about apprenticeships, etc. Caroline also has access to the school VLE, the CAP system with school post 16 application data, as the Bolton Connexions website. Both the school library and IT systems are available to Caroline when she is working with pupils on a one to one basis.</p>
<p>4D. Staff are able to manage the resources and assist young people to use them effectively</p>	<p>Caroline and the School Librarian are the main sources of support for pupils using the library. Year</p>

	<p>9 and Year 11 pupils told me that other staff who supported them included their form tutors in accessing subject information e.g. at Options Events and the 6th Form Evening; using the Common Application Form and “Search” function to look at post 16 options; introduction to the UCAS website sessions delivered by 6th Form tutors, etc.</p>
<p>4E. Information resources are regularly audited, including, obtaining feedback from users</p>	<p>Audited completed by Madeleine Melling from Bolton Connexions (viewed dated November 2011.) Suggestions that a number of outdated books be discarded as out of date have been complied with.</p> <p>School have made a conscious decision to go down a ICT based route, rather than continuing to buy careers paper based materials.</p> <p>All of the students/pupils I spoke to evidenced this, they felt that they would much rather use the internet as a source of information rather than using books. They felt that the internet provided up to date information in a variety of sources and could be accessed both in school as well as at home. All the pupils I spoke to were aware of the careers information available on the school VLE and found this a useful basis for their research.</p> <p>This data had been gathered via Year 9 discussions with learners doing the Research Project, Y10/11 completing the CAP process and Y12/13 via tutorials. An additional question is to be added to the survey to obtain ongoing feedback and to ensure that school are purchasing the most suitable IT packages e.g. KUDOS, Key Clips, etc.</p>
<p>4F. There is an appropriate budget to enable resources to be updated and replenished each year</p>	<p>Budget sheet viewed. Pupils confirmed that they have access to careers materials on the VLE e.g. Which Way Now and It’s your Choice as well as KUDOS.</p>
<p>Evidence seen prior to and during the visit which support this section</p>	<p>Criteria</p>
<p>Lesson Plan for Y9 Research Skills, work samples and pupil evaluation.</p>	<p>A</p>
<p>Lesson Plans from 6th Form tutorials e.g. on research, use of UCAS, etc.</p>	<p>A</p>
<p>Evaluation of Careers Materials by Madeleine</p>	<p>A, E</p>

Melling dated November 2011	
Budget sheet for resources, licences, etc.	F

Judgements against Standards:	
5. Young People	
I am confident that Turton High meet all criteria in section 5 in the following ways: -	
5A. Young people understand the relevance of CEIAG to their progression opportunities and future lives	<p>Turton are advocates of the Common Application Form and all Year 11 pupils apply online for their post 16 options. This allows school to monitor those learners who have not applied for anything, to target resources to support them in making decision. Caroline Seddon from Connexions told me how she works with Diane Ault from school to identify those learners who have not applied for learning. This allows Caroline to offer support to those learners who are having difficulties making decisions and accessing provision.</p> <p>The young people I spoke to were all able to tell me that they have clear plans in place (whether this be Option Choice, Post 16 or Post 18 Choices). They told me about the opportunities they had to support career choice including, options evenings (Y9 and Y11), careers lessons on decision making and research skills, visits to colleges and universities as well as taster days, visiting speakers, etc.</p> <p>Mr Porteous the Headteacher told me that he is committed to offering young people a wide variety of opportunity to make individual choices and that the destinations of previous pupils and low NEET figures evidences this. Young people and the parents I spoke to, all felt that Turton offered excellent support for pupils and their career planning. For example; Parents Events were pupils and parents were able to speak to teachers to find out what subjects would be most suitable, what these subjects could lead onto, etc. One of the parents I spoke to told me that her twin daughters were going to stay at Turton 6th Form, although they were not sure what they wanted do beyond A Levels and university; they all felt that they were clear about what career options were open to them with their choice of A Levels.</p>
5B. Young people are involved in the design, delivery and evaluation of CEIAG	Bill Tomlinson told me about the school council (as evidenced on the IAG Action Plan). A specific mixed year group of the student council is responsible for

	<p>feeding back on CEIAG, this makeup of this group changes annually.</p> <p>The Year 11 students I spoke to had enjoyed the Turton 6th Form Taster session when they were in Year 10, but had feedback that they would like to have tasted 4 lessons (in line with the number of A Levels they had to choose) rather than the 3 they had been offered. This feedback was acted upon by school and the current Year 10 were able to sample 5 lessons as part of their Taster Day.</p> <p>Bill Tomlinson showed me a copy of the evaluation form he sends out to 50 random Year 11 pupils and 50 random Year 11 parents/carers. The Year 11 pupils I spoke to confirmed that they had been involved in completing the survey. All of the parents I spoke to had completed a questionnaire about they support they had received from school to support their child.</p> <p>The 6th Form students I spoke to felt that they could approach any member of staff in 6th form to put suggestions forward e.g. a student had found a visit by a Barrister to talk about law extremely useful and would recommend this to other students for their career area.</p>
<p>5C. Young people are involved in individual reviews at key times which consider their: achievements; personal qualities; skills and interests; and continuing development needs</p>	<p>All the young people I spoke to had been involved in target setting events. They found this particularly useful as it gave them the opportunity to review how they were getting on with their subjects and what they needed to do if they weren't on target. All the learners I spoke to felt that reviews were useful and gave them the opportunity for one to one discussion of targets and allowed them to focus on areas where they needed to improve. It also gave parents an insight into how they could support their child with both school work and career decision making. All of the parents I spoke to had attended Target setting reviews and found them very useful.</p> <p>The Pastoral Care Officers also hold regular reviews with young people who have been referred to them. This is often on an informal basis in school time, giving the mentor and learner the opportunity to set and review weekly targets, to check progress and</p>

	<p>celebrate success.</p> <p>Kelly Grant told me about other multi agency review meetings which take place in school and the review information she receives from partners e.g. Bolton College and training provider reviews of learning.</p> <p>Ruth Gartland assistant SENCO told me about Annual reviews held in school with statemented young people. School have been using Person Centred Reviews for Year 9 and hold regular Annual reviews for all statemented young people. One of the parents I spoke to felt that the reviews were extremely useful in helping her and her son plan for the future. For example; post 16 options and the support her son would need, the support he was able to access on his Year 10 work experience, etc.</p>
<p>5D. Young people have clear, reasoned goals and can recognise barriers to achieving them</p>	<p>Discussions with learners on choosing Options and A Levels confirmed this. They were able to discuss what they had considered when choosing subjects e.g. Year 11 wanted to keep options open and not close down any science ideas. Year 9 were able to quote advice given to them e.g. find out about subjects as they might be different at GCSE e.g. Food Technology not just about cooking.</p> <p>6th Form students were looking at “red brick” universities and considering which universities had the “best track record”. Students were keen to speak to barristers to find out how they had got into their job. Students were considering universities aware of living expenses and their affordability as well as which universities had the best reputation for the subjects they were considering. One student told me that he had chosen Lancaster University as he wanted a campus based university which would allow him to live away from home but not be too far away.</p>
<p>5E. Young people take responsibility for managing their own personal development and how to access impartial and independent CEIAG</p>	<p>Notice boards in 6th Form area viewed including: - Alternative to University notice board, containing job and apprenticeship vacancy information. Notice board on choosing university including Open Events, information on finance, etc.</p> <p>Staff, Connexions PA and pupils/students all confirmed that guidance appointments with the Connexions adviser can be booked via Heads of Year, form tutors or self referrals. All knew where</p>

	<p>Caroline (Connexions PA) was based in schools and were aware of Caroline’s role as she had delivered briefings in assembly, been at Parents Events and been into their forms to ask if pupils/students would like a careers interview.</p>
<p>5F. Young people have the ability to use the skills developed to support their decision-making processes and evaluate their options to prepare for transition</p>	<p>As 5C and 5D</p>
<p>5G. Specific support and guidance is provided for those with additional needs</p>	<p>School SIP (2010/2013) “Personalised curriculum, different routes for different students”. In an environment “supports parents and families in need as much as the students themselves.</p> <p>As mentioned previously, Annual Reviews take place with all stated learners, which parents are invited to attend. All of these learners are seen by the Connexions PA who also attends the Annual Reviews.</p> <p>Pastoral Staff and the Early Intervention Worker also work with the Connexions PA to identify those pupils who they feel will need additional support. Caroline prioritises these pupils for one to one interviews, home visits, etc.</p> <p>Pastoral Staff, as mentioned previously, work with other partners to offer a wider learning offer to pupils e.g. work with Bolton College. They also offer alternative curriculum packages, such as long term work placement, to those students who are struggling with full time school.</p>
<p>5H. Young people are aware of and understand how information sharing affects them</p>	<p>Viewed information we hold about you leaflet from Bolton Connexions.</p> <p>Kelly and the Pastoral staff I spoke to told me that they meet with both young people and pupils to seek consent to share information with partner agencies e.g. when completing Common Assessment Form, or sharing information with training providers and colleges.</p> <p>The pupils I spoke to in Year 11 and year 12 were aware that the information on their Common Application Plan was shared with other learning providers.</p> <p>Caroline explained how she uses the Bolton Information Sharing Leaflet to explain information sharing to young people, e.g. when completing a Learning Difficulty Assessment she always asked the</p>

	pupil to sign a consent form to share this information with other learning providers.
5I. Young people are aware of financial support for learning and how to access/apply for this	<p>There is a 6th form talk on finance planned for Sept/Oct 2012 for pupils.</p> <p>Bill Tomlinson showed me information he gives to pupils in Year 11 to explain about bursaries and how they are distributed at Turton.</p> <p>The Year 11 learners I spoke to had heard of the Bursary Scheme, but weren't sure how it would be distributed. None of the learners I spoke to, felt that they would be claiming.</p> <p>The Year 12 students were aware of university finance, loans etc and knew that they were going to have an input on this when they were in Year 13. They told me how their choice of university would be affected by financial concerns, e.g. applying for a local university to keep costs down.</p> <p>The parents I spoke to were aware that EMA no longer applied, but felt that their child would not be able to access any other support in 6th Form due to their own income.</p>
Evidence seen prior to and during the visit which support this section	Criteria
Y11 Parent/Pupil, KS4 evaluation	B
Example of target setting sheet	C
Information given to learners on financial support available	I
Leaflet from Bolton Connexions "information we hold about you"	H

Judgements against Standards:	
6. Parents and Carers	
I am confident that Turton High meet all criteria in section 6 in the following ways:	
6A. Parents/carers are made aware of the support from the organisation regarding CEIAG services	<p>School SIP (2010/2013) In an environment "supports parents and families in need as much as the students themselves."</p> <p>All of the parents I spoke to were impressed with the support school gave them in helping them to support their child. "I can't fault the support." "We are kept fully informed, there's always lots of events and briefings." "Staff are so approachable."</p> <p>Parents felt that school offered a range of support to them including: -</p> <p>Parents and Options Events</p>

	<p>Target setting and review days Booklets and leaflets School website</p> <p>The pupils I spoke to felt that it was really helpful to have their parents at Options evening with them, as it helped them to discuss their option choice at home as their parent had spoken to their teachers and were more knowledgeable about Option Choice.</p> <p>Pastoral Staff told me how they work with parents e.g. inviting them into reviews for their child to look at vocational options in Year 9, to discuss alternative curriculums, home visits to discuss issues re attendance, SEN reviews to ensure that their child is offered the same opportunities as other learners, e.g. 1:1 support on work experience. Caroline from Connexions is always available at Parents and Options Events as well as via telephone and parents can attend careers interview with their child.</p>
<p>6B. Parents/carers receive information in a variety of formats, reflecting their needs and including information about pathways and progression routes for their son/daughter</p>	<p>As discussed previously, parents/carers are invited to attend a number of events including parents and options evenings as well as review days. The parents I spoke to felt that these events were all extremely valuable and allowed them to find out more about their child's progression and the best options for them in the future.</p> <p>The parents I spoke to felt that teachers were very easy to get hold of. They found it helpful that teachers put their emails on their name plates at parent's events and so were more accessible during the day. All the parents preferred to email staff with an issue and then receive a telephone call when that member of staff was available. (viewed letters sent to parents to inform of evenings)</p> <p>Parents found Target Setting days really beneficial as it helped them to understand the good work their child was doing, as well as to target weaker areas and understand what their child needed to do to stay on target.</p> <p>All of the parents I spoke to were aware of the full range of pathways their child could go into, including other colleges, apprenticeships, training and employment. They felt that they had considered all options with their child with support</p>

	of teachers, but had all of their children had decided to stay on at Turton 6 th Form.
6C. Parents/carers are encouraged and supported to help their son/daughter: <ul style="list-style-type: none"> ✓ Become more self reliant ✓ Manage their personal development ✓ Think about aspirations ✓ Participate in education, employment and training 	See 6A and 6B Diane Henderson, the Pastoral Support Officer with a remit on work with parents/carers told me about a Family Information Event she had arranged. A number of partners attended the event e.g. local colleges, Bolton Lads and Girls Club, Bolton Youth Service, mental health service, school counsellor, etc. The aim of the event was to provide parents/carers with an overview of the support service available to them to support their child.
Evidence seen prior to and during the visit which support this section	Criteria
Parent/Carer newsletter	A
Printout of VLE parent/carers homepage	A, B
Printout of useful page(s) MyChildAtSchool website	A, B
Evidence of how school informs parents/carers of events.	A, B

Final review and outcomes of Action Plan and Careers Education Checklist:	
Action	Outcomes
Young people are engaged in the design of CEIAG (Bronze Standard Checklist 5.i).	Briefing held with School Council, group of young people to be identified in September 2012. <i>Assessor comments: I am confident from the evidence presented that pupils are involved in design of CEIAG e.g. Y10 feedback for taster days acted upon (would like to sample 4 subjects rather than 3) Y12 have asked tutors to arrange for speakers to come into school for specific subjects e.g. law. I felt that the target date shows ongoing development of good practise.</i>
Parents/carers receive information about all post-18 options (6B)	Discussion taken place with Bill Tomlinson and Anna Cooke (Asst Head 6 th Form) re plans for future development. Target date May 2013 <i>Assessor comments: I feel confident that this criteria has already been met and evidenced in section 6. Again the target date above shows ongoing development of good practise.</i>

Integrate Kudos Inspire into KS4 C4W programme (4A)	Demonstrate in Year 10 assembly taken place.
Gather feedback about careers information resources (4E)	<p>Specific question written and will be incorporated in Year 11 survey for 2013</p> <p><i>Assessor comments: I am confident that this action has been met via discussions with pupils who confirm that they prefer to use IT based information. This data has been gathered via Year 9 discussions with learners doing the Research Project, Y10/11 completing the CAP process and Y12/13 via tutorials. The question to be added to the survey is for ongoing feedback and to ensure that school are purchasing the most suitable IT packages e.g. KUDOS, KeyClips, etc.</i></p>
Gather pupil feedback about existing information provision (4)	<p>Small focus group representing all year groups (poss new VoL careers group) to gather views about provision in the Autumn term of 2012</p> <p><i>Assessor comments: As above</i></p>
Target Setting Day – letter home – is clear about what advice and support is available to young people and their parents/carers if they have any concerns after this event (5C)	Add additional paragraph to existing letter to outline ‘what next?’ to be included in October 2012 newsletter.

The organisation’s commitment to and evidence of professional competency through CPD

Training needs are identified via an annual mentoring day with line managers. Identified training needs are then met via internal or external training.

Examples of recent training: -

- Cascaid webinar to Year 10 and Year 12 teachers on use of KUDOS Inspire
- Bill updated staff on use of VLE and contents as well as delivering a follow up to the KUDOS Inspire webinar to Year 10 teachers

Training planned for: -

- Year 10 tutors on using Common Application UCAS system
- Year 12 tutors on using UCAS system and updates
- Student Finance England will be coming into school in Sept/October to speak to students and teachers

Good practice:

- Commitment to CEIAG shown via Work Related Learning links e.g. visiting speakers for 6th form students, delivery of Enterprise Days to students, Taster Days in local college or school 6th Form.
- Extensive work with partners offering a varied options programme to pupils, including links with the local college and training providers.
- Cohesive pastoral and SEN departments ensure that pupil's needs are met and that programmes of learning and support are inclusive.
- The appointment of a Pastoral Care Officer with a specialism in working with parents/carers, linking closely with the SEN department in school as well as with partners such as Connexions and the Early Intervention Service.
- Variety of methods and use of media to communicate with parents/carers.

Areas for improvement:

Partnership Agreement between Bolton Connexions and school needs to be negotiated and reviewed on a termly basis. The situation is the same across all schools in Bolton. This was an action required following the Silver Standard assessment.

Summary:

There is a strong commitment to CEIAG at Turton High School evidenced by the meeting I held with school the Head Teacher, staff, partner agencies, young people and their parents. Pupils expressed how confident they felt in making decisions and career planning. They felt that there was always a member of staff they could go to for help. Pupils were able to talk about all the options open to them and had the opportunity during school and at Parents Events to speak about their individual situation, their strengths and challenges. Parents I spoke to were extremely satisfied with the support they received from Turton and felt that staff were interested in their child and the progress they were making. They felt that Turton provided a lot of useful information at events, on the school website as well as personalised reports on their child. Partners were equally impressed with their relationship with school staff in planning, delivering and evaluating work to support CEIAG.

Recommendation:

Subject to a written confirmation from Connexions that there are arrangements in place for 2012 which enables young people to easily access impartial and independent IAG from a qualified careers adviser, I recommend that Turton High School be awarded the Gold Award for Inspiring IAG

Signed: *J McGuire* (Assessor)

Date: 16th July 2012

Validation Panel Decision:

The validation panel have read the assessor's report and recommendations and agree that subject to the further evidence requirement being met, that Turton High School are awarded the Gold Award of Inspiring IAG.

Signed Jane Wilkinson (Project Manager)

Date 7th August 2012