

This list represents those schools who are or have recently had students involved in the mentoring programme.

Acle High School	Framingham Earl High School	Reepham High School
Alderman Reel High School	Great Yarmouth High School	Rosemary Musker High School
Archbishop Sancroft High School	Hamond's High School	Sheringham High and Sixth Form
Attleborough High School	Heartsease High School	Sidestrand Hall School
Aylsham High School	Hellesdon High School	Smithdon High School
Broadland High School	Hethersett High School	Springwood High School
Caister High School	Hobart High School	Sprowston High School
Charles Burrell High School	King Edward VII School	Stalham High School
City of Norwich High School	Litcham High School	St. Clement High, Terrington
Cliff Park High School	Long Stratton High School	Swaffham Sixth Form Centre
Costessey High School	Marshland High School	Taverham High School
Diss High School	Methwold High School	The Blyth-Jex School
Downham Market High School	Northgate High School	The Park High School
Earlham High School	North Walsham High School	Thorpe St. Andrew High School
Eaton Hall School	Notre Dame High School	Wayland Community High
Fakenham College	Oriel High School	
Flegg High School	Parkside School	

The programme is supported by hundreds of individuals who work voluntarily in our schools. Mentors come from large and small companies, from retired people, students at university and from all areas of the county. Norfolk LEA and the participating schools and students would like to pass on their thanks for all the support provided to the Norfolk Business, Industry and Community Mentoring Programme.

PROJECT BREARLEY

This year OPERA Primary Research was commissioned to evaluate the mentoring programme operating in Norfolk schools.

The final report provided to both Norfolk Education Business Exchange Ltd. (The Exchange), and Norfolk LEA was detailed and comprehensive and ran to over 40 pages. The main findings of the research are listed below and as a result the LEA is now addressing those areas that the research identified as areas for improvement. The LEA would like to thank Martyn Richards from OPERA Primary Research for the professional manner in which the research was undertaken and the quality of the feedback provided.

CONCLUSIONS AND RECOMMENDATIONS

- Mentoring works. To an extent that is a given. The role of this evaluation is to aid the long-term health of the project in Norfolk schools.
- Mentors demonstrate a sense of well being which comes from their experience. In larger businesses, there are also clear corporate gains.
- Schools benefit by strengthening links with local businesses, but mainly by supporting a number of students at a key time of stress, and helping address the issue of retention rates post-16 in the LEA.
- Mentees are the easiest to assess in terms of long-term benefit. Not only are grades improved - should we care whether this is as a direct or indirect result? - and communication skills and, most importantly, self-esteem are raised.
- Certain protocols have emerged as suggestions through this evaluation:
 - ensure 'buy-in' from mentees prior to first meeting
 - add a stage of training for mentors
 - e-mail as confirmation of meeting date/time/place
 - 'rewarding' mentors -
 - a thank you from someone on the day
 - a form of certificate at the end of the year
 - treat e-mentoring and the 'sixth form' models as separate, with separate agendas
 - ensure every element of the feedback model is operating (this will add to the experience, and retain mentors).

For a copy of the 'Project Brearley' report, or for more information about how your school could become involved in mentoring, contact Mike Hodkinson on 01603 433276.

If you would like this document in large print, audio, Braille, alternative format or in a different language please contact Margaret Coard on 01603 433276, and we will do our best to help.



CELEBRATING SUCCESS IN NORFOLK SCHOOLS BUSINESS, INDUSTRY AND COMMUNITY MENTORING 14 TO 19

"The Norfolk mentoring programme is a very successful partnership between schools, local businesses and the Local Education Authority. Students in participating schools receive monthly mentoring to support their academic and personal development. This publication illustrates some of the success and celebrates another excellent achievement for Norfolk schools, the LEA and our local business and community partners."

Fred Corbett, Assistant Director of Education, Head of Advisory Services

LEA Ofsted Report 2002

"Links with employers are good, a successful joint initiative with local businesses is the scheme for mentoring young people. Over 440 mentors are now part of the scheme, working voluntarily in some fifty schools."

Education Department - Director of Education Dr Bryan Slater

www.norfolk.gov.uk

CASE STUDY

THE MENTORING PROGRAMME AT NOTRE DAME WAS RECENTLY REVIEWED. THESE ARE SOME OF THE FINDINGS.



BUSINESS MENTORING

At present there are 42 students who meet with 14 mentors who volunteer their services via their companies. The groups are all single sex, but the interests and strengths of the mentors, rather than gender, decides which mentors see which groups. The aims of the mentoring are to encourage a more positive attitude to study by promoting greater self-awareness, better organisational skills and improved motivation.

Reactions from the Mentors

The Mentors were generally very positive about the scheme and felt their groups were making progress by the encouragement of self-awareness, motivation and a more positive attitude to study. It was felt that some students have difficulty with authority so it would be helpful to give more emphasis to addressing that situation. This has been a new experience for the mentors and to assist in their adjusting to the needs of the students it may be advantageous for them to have more feedback from the academic staff. A proposed questionnaire, to be completed by the mentees, should be helpful with future planning. It was considered that further personal information, although useful, might encroach on confidentiality issues. The mentors seem very protective towards their groups.

Reactions from Mentees

There had been some concern from the mentors that the students did not know why they were selected for the sessions. However, the young people interviewed said they were there to improve their organisational skills and motivation in an attempt to help their schoolwork and this was meeting with success. Only one group expressed a concern. They would like more structure to the meetings and thought that the Business Mentoring was more like counselling and only occasionally centred on school. However, this may have been a misconception on their part in that they were not aware of the fact that their attitudes outside school do, in fact, have a connection to what happens in the classroom.

65% of those seeing business mentors would like more time with mentors (not necessarily a business mentor) against 26% who would not. Meetings once every two or three weeks was preferred, as was working within a group situation, as it was considered that an hour of 1:1 would be too stressful.

The following are some of the comments made by students:

- ‘... you can tell them things that are wrong with the school.’
- ‘... with the other person (business mentor) you think he has got more time...’
- ‘I find it easier to talk to people who don't really know me so well, I feel they (the teachers) judge me.’
- ‘We get more interaction - we have talks.’
- ‘... it helps with stuff like timetables - helps you with when to get your work in - to set targets for the week.’
- ‘Yes, it has improved my schoolwork. I have been getting higher marks in my tests.’
- ‘She (business mentor) gives you a lot of confidence to talk to her’
- ‘I sometimes struggle with my attitude. It helps to give me an opinion on how adults see me.’

Reactions from parents/guardians

Only a small number of parents/guardians were contacted but they all felt that their sons/daughters were enjoying the experience of business mentoring, and most spoke about it positively at home. However although there was a very structured attempt to inform all the parents when the scheme was set up they still did not seem to have a clear understanding of the aims and objectives. It may be that the parents contacted did not attend the introductory meeting - certainly, that was so in some instances. They all expressed an interest in having more information.

Andrew John, (Deputy Head) who coordinates the programme at the school felt that, “It is very important that school leaders and managers link with the business community at all levels and that this relationship raises standards.” The school has mentors from both Norwich Union and Marsh supporting students at the school and following a recent review meeting the impact was clearly evident, with both students and mentors getting a lot out of the programmes.”

Andrew said, “I am so impressed with the whole programme: from the liaison between the LEA, local employers and our own school staff to the development seen with the students progress, especially their attitudes, the ‘soft’ skills (social interaction, approachability, eye contact, handshakes, etc.) and how they take their studies and career opportunities more seriously.”



JANE HENDRIKS, EDUCATION LIAISON CONSULTANT FOR NORWICH UNION reports, “We are really pleased to be involved with the mentoring scheme. The feedback we have from mentors and students alike is very encouraging. Mentors love to see students growing in confidence and achieving more with the support of this programme. We are delighted that our staff can benefit the community and in return we find that they are able to develop their interpersonal and management skills.”

ROD CROCKFORD, IT DEPARTMENT AT NORWICH UNION volunteered to be a mentor at Notre Dame School earlier this year. He said, “It is rewarding being able to help young people through this scheme, sharing with them my experiences and relating these to their own school work. It has helped me to understand that other people have their own views.”

CAROL PLUNKETT, COMMUNITY RELATIONS OFFICER AT MARSH has been involved in Business Mentoring since 1996 and during that time we have supplied over 60 mentors. My role as Community Relations Officer is to develop and maintain community programmes. This entails project planning, defining our aims and objectives, recruitment and training of volunteers, setting up the project and monitoring and evaluating the success of the project. We believe that playing a positive role within the community contributes to our business success and Mentoring is one initiative, which forms part of our programme.



As well as raising the Marsh profile locally and enhancing our reputation, the staff involved act as great Company ambassadors and among other benefits are:- improved morale, staff retention and development opportunities. In our most recent evaluation, over 80% of staff involved agreed that they had improved their communication, listening and coaching skills. In addition to this, over 50% said their leadership, organisation, presentation and time management skills were improved.

Working with local schools increases our understanding of young people and current teaching methods, enabling us to communicate more readily with young recruits and allows us to help develop the future workforce. The partnership with the Local Education Authority has enabled us to sustain a steady involvement in Mentoring and we appreciate their help in the training and support they have provided.

NATIONAL AWARD WINNER

Norfolk LEA was recently awarded the ‘Approved Provider Standard’ by the DFES and Home Office.

The Approved Provider Standard is a new benchmark for organisations providing mentoring. Designed for use with organisations of any size, new or established, it provides a realistic and credible basis for assessing good practice. It will help to improve the consistency and quality of mentoring programmes in underpinning areas such as health and safety, preparative training, monitoring and evaluation.

The introduction of the Standard is being promoted and administered by the National Mentoring Network (NMN) on behalf of the Government through the Active Community Unit of the Home Office and the Department for Education and Skills.

Organisations achieving the Standard will form the basis of a government endorsed national database of Approved Providers for Mentoring.

