

## Gatsby Benchmarks – 2020 report

### Each school

#### Benchmark 1

A stable careers programme

**100%**

Every school and college should have an embedded programme of career education and guidance that is known and understood by pupils, teachers, governors and employers.

#### The whole-school careers programme:

Is written down

Is approved by the board of governors

Has the explicit backing of senior leadership

Has resources allocated to it

Has systematic monitoring in place

Has both strategic and operational elements

Is published on your school's website

Is on the school's website with information aimed specifically at:

- Students ✓
- Teachers ✓
- Employers ✓
- Parents/Carers ✓

Is evaluated for effectiveness at least every 3 years

Is evaluated using systematic feedback from:

- Students ✓
- Teachers ✓
- Employers ✓
- Parents/Carers ✓

Has an identified lead individual with strategic responsibility for overseeing the programme

This benchmark is being met.

## Benchmark 2

Learning from career & labour market information

### 100% met

Every pupil, and their parents, should have access to good quality information about future study options and labour market opportunities. They will need the support of an informed adviser to make best use of available information.

Ensures the majority of students have used up-to-date career & labour market information to help inform study/career decisions.

Encourages parents and carers to use career path and labour market information to aid the support given to their children.

This benchmark is being met by using Start software and students at KS4 having a careers lesson each week where labour market information is discussed.

## Benchmark 3

Addressing the needs of each pupil

### 90%

Advice and support should be tailored to the needs of each pupil. Keeping good records of pupils and their destinations after school will help.

Provides a careers programme that:

- Raises aspirations of all students ✓
- Challenges stereotypical thinking (In terms of gender etc) In progress
- Keeps systematic records on each pupils' experiences of career and enterprise activity ✓
- Enables pupils to access accurate record about their careers and enterprise experiences ✓
- Collects and maintains accurate data for each pupil on their destinations for 3 years after they leave school ✓
- Shares above mentioned data with the local authority ✓

Works pro-actively with the local authority and careers advisers to provide careers guidance to vulnerable pupils and special educational needs and disability (SEND) students.

As a school, it is hard to challenge stereotypes for the whole school. We offer options to our students but as the majority of our students follow vocational qualifications it is not evident in their choices. We do have a former female student on a construction course.

## Benchmark 4

Linking curriculum learning to careers

**81%**

Careers and enterprise education should be part of and included in a pupil's standard lessons, linking curriculum to real-world career paths.

All/the overwhelming majority of students by the time they leave school, have meaningfully experienced career learning as part of:

- English lessons In progress
- Maths lessons In progress
- Science lessons ✓
- PSHE lessons In progress

This benchmark is being met but we need more evidence to show that all STEM subjects are including careers related learning in lessons

## Benchmark 5

Encounters with employers & employees

**100%**

All pupils should have encounters with employers and employees that result in a better understanding of the workplace and the potential career paths open to them.

All/the overwhelming majority of pupils:

- Have at least one meaningful encounter with an employer every year they are at your school  
✓

Due to activities such as PfA, Reaseheath and Forest Schools; all students are able to have encounters with potential employers

## Benchmark 6

Experiences of workplaces

**75%**

It's important for pupils to experience the workplace environment to understand the context in which they could one day be working.

All/the overwhelming majority of pupils:

Have had a meaningful experience of a workplace by the end of year 11

This would normally be at 100% but obviously as a result of Covid we are unable to achieve this currently.

## Benchmark 7

Encounters with further and higher education

**70%**

Careers provision should cover further and higher education as well as potential professions. Pupils should have encounters with these organisations whilst at school.

By the time they leave school all/the overwhelming majority of pupils:

- Have had meaningful encounters with sixth form colleges In progress
- Have been provided with information about the full range of apprenticeships, including higher level apprenticeship In progress
- Have had meaningful encounters with general further education colleges ✓
- Have had meaningful encounters with independent training providers In progress
- Have had meaningful encounters with Higher Education Providers In progress

Traditionally, we struggle to visit local sixth form colleges as many of our students have been excluded from the school they are attached to. We normally have a higher percentage of college and trainer visits but this is tricky in the current situation. We are hoping that more college visits will take place in the new year.

## **Benchmark 8**

Personal guidance

**100%**

Every student should have opportunities for guidance interviews with a career adviser, who could be internal or external, provided they are trained to an appropriate level.

All/the overwhelming majority of pupils:

Have had an interview with a professional and impartial careers adviser by the end of year 11 ✓

The use of Changing Education to conduct student interviews enables this benchmark to be achieved.