

## Critchill School - Gatsby Benchmark Evidence

July 2021

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<b>Benchmark 1</b>		
<b>A Stable careers programme</b>		
Schools and colleges should have an established programme of careers education and guidance that is known and understood by students, parents, teachers, governors and employers.		
<b>1.1 Does your school have a careers programme that:</b>		<b>Compass Careers Benchmark Tool Results</b> 24.02.21
Is written down? Yes   No   Don't know	Yes – Careers Programme completed 2018 from Reception to Post 16 published on website <ul style="list-style-type: none"><li>• Updated programme, including learning intentions</li></ul>	<b>Critchill School has met 100% of the 17 assessment areas in benchmark 1</b>  Percentage of schools nationally meeting this benchmark 2019- 21%
Is approved by the board of governors? Yes   No   Don't know	Yes – Shared at governor meetings  Regular CEIAG shared as part of Headteacher's report	

	Link governor attends EAN meetings	
Has the explicit backing of senior leadership? Yes   No   Don't know	<p>Yes</p> <ul style="list-style-type: none"> <li>• Whole section on School Improvement Plan</li> <li>• Performance management targets (SLT, Middle Leaders, Teaching staff and TA's)</li> </ul>	
Has resources/funding allocated to it? Yes   No   Don't know	<p>Yes</p> <p>Working Futures budget Careers Lead/Working Futures Lead</p>	
Is regularly monitored? Yes   No   Don't know	<p>Yes</p> <ul style="list-style-type: none"> <li>• Created 2018</li> <li>• Regularly reviewed appropriate to relevant cohorts</li> </ul>	
Has both strategic and operational elements? Yes   No   Don't know	<p>Yes</p> <ul style="list-style-type: none"> <li>• Working Futures Action Plan Strategic overview of work placements</li> <li>• Working Futures Lead/Careers Lead • Regular line</li> </ul>	

	management meetings	
<b>1.2 Does your school publish its careers programme on its website?</b>		
Yes No Don't know	Yes	



<b>IF 1.2 No/ Don't know: skip to 1.4</b> <b>IF 1.2 YES: skip to 1.3</b>		
<b>1.3 Is there information on your website about the career programme aimed specifically at:</b>		
Students? Yes   No   Don't know	Yes - Easy read document	

Teachers? Yes   No   Don't know	Yes  Careers Programme	
Employers? Yes   No   Don't know	Yes	
Parents/carers? Yes   No   Don't know	Yes  Careers Programme	
<b>1.4 Does your school evaluate the effectiveness of its careers programme at least every three years?</b>		
Yes  No  Don't know  <b>IF 1.4 No/ Don't know: skip to 1.6</b> <b>IF 1.4 YES: skip to 1.5</b>	Yes  <ul style="list-style-type: none"> <li>• Revisited annually</li> <li>• Moderate careers curriculum evidence</li> <li>• Evidence for Learning tracking system</li> <li>• Tracking leavers</li> <li>• Bath University research study – Looking at impact of employment on wellbeing of young people after leaving school. This will inform the</li> </ul>	

	effectiveness of the school curriculum in enabling young people to be employed	
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**1.5 Does the evaluation of your careers programme take into account feedback from:**

<p>Students? Yes   No   Don't know</p> <p>Teachers? Yes   No   Don't know</p> <p>Employers? Yes   No   Don't know</p> <p>Parents/carers? Yes   No   Don't know</p>	<p>Yes – Students</p> <ul style="list-style-type: none"> <li>• Regular review meetings with all P16 students to review pathway</li> <li>• Vocational profile to inform future plan</li> <li>• Work placement feedback</li> </ul>	
	<p>Yes – Teachers</p> <ul style="list-style-type: none"> <li>• Moderate careers curriculum</li> <li>• Moderate careers evidence</li> <li>• Peer observations</li> </ul>	
	<p>Yes – Employers</p> <ul style="list-style-type: none"> <li>• Work placement feedback forms – 6 weeks</li> <li>• Regular verbal feedback/Evaluation</li> <li>• EAN Feedback of Careers Programme</li> </ul>	
	<p>Yes – Parents</p> <ul style="list-style-type: none"> <li>• Annual Reviews                             <ul style="list-style-type: none"> <li>• Termly PLIM evenings – opportunity to meet with Working Futures Lead</li> </ul> </li> </ul>	

	<ul style="list-style-type: none"> <li>Email/verbal feedback from student work placements</li> </ul>	
<b>1.6 Does your school have a lead person with strategic responsibility for overseeing your school's careers programme?</b>		
Yes  No  Don't know	Yes –  Sophie Addison	

<b>Benchmark 2</b>  <b>Career Information</b>	
<p>These questions are about the Gatsby Benchmark around the importance of 'Learning from career and labour market information'. Every student, and their parents, should have access to good-quality information about future study options and labour market opportunities. They will support to make best use of available information.</p>	<p>Critchill School has met has met 100% of the 2 assessment areas in benchmark 2</p> <p>Percentage of schools nationally meeting this benchmark 2019- 45%</p>
<p><b>2.1 Approximately what proportion of students have been provided with or have been supported to use up-to-date information about appropriate career or progression paths and the labour market (this may include awareness of the 'local offer',by:</b></p> <p>the age of 14</p>	

<ul style="list-style-type: none"> <li>• None</li> <li>• A few (1-25%)</li> <li>• Some (26-50%)</li> <li>• Most (51-75%)</li> <li>• Overwhelming majority (76-99%) • All</li> <li>• Don't know</li> </ul>	<p>Overwhelming majority (76-99%)</p> <ul style="list-style-type: none"> <li>• Careers curriculum</li> <li>• meeting local employers</li> <li>• visitors in school</li> <li>• exploring job boxes</li> <li>• role play</li> <li>• challenging stereotypes</li> </ul>	
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2.2 Does your school encourage and support parents and carers to access and use up-to-date information about the labour market, future study options and career paths or transition pathways to inform the support they give to their children?		
<p>Yes No Don't know</p>	<p>Yes</p> <ul style="list-style-type: none"> <li>• PLIM evenings</li> <li>• Opportunity to meet Working Futures Lead</li> <li>• Annual review meetings, planning next steps</li> <li>• Careerometer on website</li> <li>• Parent sessions (ASK programme)</li> </ul>	
<p><b>Benchmark 3</b></p> <p><b>Pupil Needs</b></p>		

These questions are about the Gatsby Benchmark around 'addressing the needs of each student'. Opportunities for advice and support need to be tailored to the needs of each student. A school's careers programme should embed equality and diversity considerations throughout.

### 3.1 How strongly do you agree or disagree that your school's career programme addresses the following issues?

It actively seeks to raise the aspirations of all students Rate on scale of 1 (strongly disagree) – 5 (strongly agree)	Strongly agree (aspirations) <ul style="list-style-type: none"> <li>• Careers curriculum</li> <li>• Whole school narrative</li> <li>• Supported Internship Programme</li> <li>• Encouraging independence from Early Years</li> <li>• Working Futures Programme</li> </ul>	Critchill School has met 100% of the 7 assessment areas in benchmark 3  Percentage of schools nationally meeting this benchmark 2019- 20%
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It challenges stereotypical thinking (in terms of gender etc) Rate on scale of 1 (strongly disagree) – 5 (strongly agree)	Strongly agree (Stereotypical thinking) <ul style="list-style-type: none"> <li>• Raising expectations with SEND can be employed</li> <li>• Experiencing a wide range of job opportunities from very early years to broaden students breadth of knowledge of the job market</li> </ul>	
<b>3.2 Does your school?</b>		



<p>Keep systematic records on each pupil's experiences of career and enterprise activities and decisions on future pathways</p> <p>Yes   No   Don't know</p>	<p>Yes</p> <ul style="list-style-type: none"> <li>• Evidence for learning for all careers activities – individual tracker for each student covering their experiences at Critchill School</li> <li>• Work Placement progress tracker(Catering van, Rangers)</li> <li>• Work experience diaries PLIM's</li> <li>• Supported Internship Progress Tracker • Compass Plus</li> <li>• CEIAG journal EFL</li> <li>• Annual Review process, future pathways discussed</li> </ul>	
	<p>Yes</p> <ul style="list-style-type: none"> <li>• Careers Journal sent home as part of annual report system</li> <li>• Work Placement feedback meetings • Supported Internship review meetings/observations</li> </ul>	

	<ul style="list-style-type: none"> <li>• Employer feedback forms shared with students</li> </ul>	
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	<p>Yes</p> <ul style="list-style-type: none"> <li>• Tracking form created to be maintained by the school office</li> <li>• Permissions sought from school leavers as part of the transition process</li> <li>• Contact to be made in January</li> </ul>	
<p>Share accurate and timely data with the local authority on pupil transitions and destinations? Yes   No   Don't know</p>	<p>Yes</p> <ul style="list-style-type: none"> <li>• DFE occasional requests – all answered within deadlines</li> <li>• CSW received September/October</li> </ul>	
<p>Work proactively with the local authority and careers advisers around the careers guidance and progression of students? Yes   No   Don't know</p>	<p>Yes</p> <ul style="list-style-type: none"> <li>• All pupils SEND at Critchill and EHCP's</li> <li>• Annual reviews, next step planning</li> <li>• Supported Internships</li> <li>• Preparation for Adulthood Forum</li> <li>• Pathway to Employment panel (Somerset students)</li> </ul>	
<b>Benchmark 4 – Curriculum</b>		
<p>These questions are about the Gatsby Benchmark recommending 'Linking curriculum learning to careers'. All teachers should link curriculum learning with careers and transition. STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths and progression paths.</p>		
<p><b>4.1 By the time they leave school, approximately what proportion of students have experienced person centred curriculum learning that highlights the relevance of subjects and programmes to future career or progression paths?</b></p>		



<p>English (including functional English) Select an approximate percentage</p> <ul style="list-style-type: none"> <li>• None</li> <li>• A few (1-25%)</li> <li>• Some (26-50%)</li> <li>• Most (51-75%)</li> <li>• Overwhelming majority (76-99%)</li> <li>• All</li> <li>• Don't know</li> </ul>	<p>Careers Display</p> <p><u>All curriculum areas</u></p> <ul style="list-style-type: none"> <li>• A bespoke personalised curriculum to meet the students at their point of learning</li> <li>• Clear aspects of the curriculum focus on raising aspiration, gaining independence and planning for the future</li> <li>• Students plan pathways based on their own skills and interests</li> </ul> <p><u>English</u></p> <ul style="list-style-type: none"> <li>• Providing written information for employers e.g. telephone messages, evidence about nursery children, taking orders <ul style="list-style-type: none"> <li>• To be able communicate appropriately with employers and members of the public</li> </ul> </li> <li>• To read and understand employer documentation</li> <li>• Signs and information e.g. Health and Safety</li> <li>• Careers Lead Facebook page resources</li> <li>• Explaining why – clear links in English lesson planning/observations to careers curriculum</li> </ul>	<p>Critchill School has met 100% of the 4 assessment areas in benchmark 4</p> <p>Percentage of schools nationally meeting this benchmark 2019- 38%</p>
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<p>Maths (including functional maths) Select an approximate percentage</p> <ul style="list-style-type: none"> <li>• None</li> <li>• A few (1-25%)</li> <li>• Some (26-50%)</li> <li>• Most (51-75%)</li> <li>• Overwhelming majority (76-99%) • All</li> <li>• Don't know</li> </ul>	<p><u>Maths</u> Embedded into thematic curriculum (Relate tasks to employment, ensure clear links in planning)</p> <ul style="list-style-type: none"> <li>• In work placement breaking down counting task into smaller steps</li> <li>• Using money (catering van, keeping accounts)</li> <li>• Using measure (weighing, temperature)</li> <li>• Enterprise (Surveys, costings, tally charts)</li> </ul>	
<p>Science (accredited or non-accredited learning)Select an approximate percentage</p> <ul style="list-style-type: none"> <li>• None</li> <li>• A few (1-25%)</li> <li>• Some (26-50%)</li> <li>• Most (51-75%)</li> <li>• Overwhelming majority (76-99%) • All</li> <li>• Don't know</li> </ul>	<p>Embedded into thematic curriculum</p> <ul style="list-style-type: none"> <li>• COSHH</li> <li>• Food Hygiene, bacterial growth and the effects of</li> <li>• Gardening – nutrients, compost, what plants need to grown, germination, pollination, environmental impact</li> <li>• Health and hygiene</li> <li>• Health and Safety e.g. electrics</li> </ul>	

PSHE (including for example, Soft Skills, Personal and/or Social Development,	Embedded into thematic curriculum <ul style="list-style-type: none"> <li>• First Aid</li> </ul>	
Independent Travel support) Select an approximate percentage <ul style="list-style-type: none"> <li>• None</li> <li>• A few (1-25%)</li> <li>• Some (26-50%)</li> <li>• Most (51-75%)</li> <li>• Overwhelming majority (76-99%)</li> <li>• All</li> <li>• Don't know</li> </ul>	<ul style="list-style-type: none"> <li>• Relationships</li> <li>• Personal care</li> <li>• Online safety</li> <li>• Managing risks</li> <li>• Knowing how to access help and support</li> <li>• Rights and responsibilities</li> <li>• Making informed choices</li> </ul>	
<b>Benchmark 5 – Employer Encounters</b>		

<p>These questions are about the Gatsby Benchmark recommending 'Encounters with employers and employees'.</p> <p>Every student, for whom it is deemed appropriate, should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through activities including visiting speakers, mentoring and enterprise schemes, employer visits and experiences. These activities may be delivered in the school setting where students are unable to access settings outside of school. The school should also be considered an employer when planning these activities.</p> <p>We know that it will not always be appropriate for all students to receive the following encounters with employers and employees. Therefore, rather than working out your answers to the following questions based on the total number of students in your institution, please work out the percentage range based on the number of students you think these types of encounters would be appropriate for. This will provide you with a more accurate score.</p>	<p>Critchill School has met 100% of the single assessment area in benchmark 5</p> <p>Percentage of schools nationally meeting this benchmark 2019- 52%</p>
<p><b>5.1</b></p> <p><b>For whom it is deemed appropriate, select the years during which 76-100% of students have at least one encounter with an employer or employee.</b></p>	
<p>Below year 6</p>	<p>See careers curriculum</p>

Year 6 Year 7 Year 8 Year 9 Year 10 Year 11 Year 12 Year 13 Above Year 13	EYFS 1 encounter per year KS1 1 encounter per year KS2 2 encounters per year KS4 6 encounters per year	
<b>5.2</b> <b>For whom it is deemed appropriate, what proportion of your students have at least one encounter with an employer every year they are at school?</b>		
<ul style="list-style-type: none"> <li>• None</li> <li>• A few (1-25%)</li> <li>• Some (26-50%)</li> <li>• Most (51-75%)</li> <li>• Overwhelming majority (76-99%)</li> <li>• All</li> <li>• Don't know</li> </ul>	Careers curriculum, PLIM evidence, Careers EFL tracker	
<b>5.3 For whom it is deemed appropriate, on average how many encounters with an employer will your students have had by the time they leave school?</b>		
Choose an average number from 0 to '10 or more' 10 plus	<ul style="list-style-type: none"> <li>• 1 per year EYFS, KS1, KS2</li> <li>• 2 per year KS 3</li> <li>• 6 per year KS 4</li> <li>• 6 per year KS 5</li> </ul>	



5.4 How many businesses will you involve in careers activity in the current academic year?		
Choose a number from 0 to '10 or more'	Compass Plus records	

10 plus		
Benchmark 6 – Workplace experiences		
<p>These questions are about the Gatsby Benchmark recommending 'Experiences of workplaces'.</p> <p>Every student, for whom it is deemed appropriate, should have first-hand experiences of the workplace through work visits, work shadowing and/or work experience, employer visits and experiences in school as an employing organisation to help their exploration of career opportunities and expand their networks. Workplace experiences may be delivered within the school setting especially when students are unable to access settings outside of school.</p> <p>We know that it will not always be appropriate for all students to receive the following workplace experiences. Therefore, rather than working out your answers to the following questions based on the total number of students in your institution, please work out the percentage range based on the number of students you think these types of encounters would be appropriate for. This will provide you with a more accurate score.</p>		<p>Critchill School has met 100% of the 2 assessment areas in benchmark 6</p> <p>Percentage of schools nationally meeting this benchmark 2019- 47%</p>
IF 0 entered for Year 7-11 pupil numbers: skip 6.1		

**6.1**

**For whom it is deemed appropriate, approximately what proportion of students have had an experience of a workplace or community-based setting by the end of year 11?**

- None
- A few (1-25%)
- Some (26-50%)
- Most (51-75%)
- Overwhelming majority (76-99%) • All
- Don't know

- Careers curriculum
- EFL trackers

**IF 0 entered for Year 12-13 pupil numbers: skip 6.2**

**For whom it is deemed appropriate, during Years 12,13 and for students still attending above Year 13, what proportion of students have an experience of a workplace or community-based settings?**

- None
- A few (1-25%)
- Some (26-50%)
- Most (51-75%)
- Overwhelming majority (76-99%) • Don't know
- All

- Rangers
- Catering Van
- Individual work placements
- Work Place visits

<b>Benchmark 7 – Educational encounters</b>		
<p>These questions are about the Gatsby Benchmark recommending 'Encounters with further and higher education'.</p> <p>All students, for whom it is deemed appropriate, should have an awareness of the full range of learning and progression opportunities that are available to them. This includes both academic and vocational routes and learning.</p> <p>We know that it will not always be appropriate for all students to receive the following encounters. Therefore, rather than working out your answers to the following questions based on the total number of students in your institution, please work out the percentage range based on the number of students you think these types of encounters would be appropriate for. This will provide you with a more accurate score.</p> <p><b>By the time they leave school, approximately what proportion of students, for whom it is deemed appropriate, have been supported to have the following experiences:</b></p>		
<p><b>7.1</b></p> <p><b>For whom it is deemed appropriate, meaningful encounters with Sixth Form Colleges?</b></p>		
<ul style="list-style-type: none"> <li>• None</li> <li>• A few (1-25%)</li> <li>• Some (26-50%)</li> <li>• Most (51-75%)</li> <li>• Overwhelming majority (76-99%)</li> </ul>	Critchill P16 – (Class visit to P16)	<p>Critchill School has met 100% of the 4 assessment areas in benchmark 7</p> <p>Percentage of schools nationally meeting this benchmark 2019- 21%</p>

<ul style="list-style-type: none"> <li>• All</li> <li>• Don't know</li> </ul>		
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**7.2**

**For whom it is deemed appropriate, Information about the full range of supported internships, traineeships and supported or inclusive apprenticeships, apprenticeships including higher level apprenticeships?**

- None
- A few (1-25%)
- Some (26-50%)
- Most (51-75%)
- Overwhelming majority (76-99%) • All
- Don't know

- Supported Internships (online session for students and parents)

**7.3**

**For whom it is deemed appropriate, meaningful encounters with Further Education Colleges? (including land based colleges where appropriate)?**

- None
- A few (1-25%)
- Some (26-50%)
- Most (51-75%)
- Overwhelming majority (76-99%) • All
- Don't know

**7.4**

For whom it is deemed appropriate meaningful encounters with Independent Training Providers or other progression providers ?		
<ul style="list-style-type: none"> <li>• None</li> <li>• A few (1-25%)</li> <li>• Some (26-50%)</li> <li>• Most (51-75%)</li> <li>• Overwhelming majority (76-99%)</li> <li>• All</li> <li>• Don't know</li> </ul>	Mencap Discovery Referral	
7.5 For whom is it deemed appropriate, meaningful encounters with Higher Education Providers?		
<ul style="list-style-type: none"> <li>• None (of the students who can access HE)</li> <li>• A few of the students who can access HE (1-25%)</li> <li>• Some of the students who can access HE (26-50%)</li> <li>• Most of the students who can access HE (51-75%)</li> <li>• Overwhelming majority of the students who can access HE (76-99%)</li> <li>• All</li> <li>• Don't know</li> </ul>		

7.6 For whom it is deemed appropriate, at least two visits Higher Education Providers?		
• None (of the students who can access HE)		

<ul style="list-style-type: none"> <li>• A few of the students who can access HE(1-25%)</li> <li>• Some of the students who can access HE (26-50%)</li> <li>• Most of the students who can access HE (51-75%)</li> <li>• Overwhelming majority of the students who can access HE (76-99%)</li> <li>• All</li> <li>• Don't know</li> </ul>		
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<b>Benchmark 8 – Personal Guidance</b> <b>These questions are about the Gatsby around the need for ‘Personal Guidance’ for students</b>
<i>Every student should have opportunities for guidance interviews with a career adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made. They should be expected for all students but should be timed to meet their individual needs. Depending on the needs of the student the arrangements for Personal Guidance meetings for students with SEND should reflect their individual needs.</i>

IF 0 entered for Year 7-11 pupil numbers: skip 8.1

**8.1 What proportion of students have had an interview with a qualified careers adviser by the end of Year 11?**

- None
- A few (1-25%)
- Some (26-50%)
- Most (51-75%)
- Overwhelming majority (76-99%) • All

Inspired to Achieve (Emma France)  
2 students YR 11  
2 parent meeting

Critchill School has met 100% of the 2 assessment areas in benchmark 8

Percentage of schools nationally meeting this benchmark 2019- 57%

- Don't know

**8.2 What proportion of students have had at least two interviews with a qualified careers adviser by the end of Year 13, or for those students who stay on above year 13, by the end of their time at your school or college?**

<ul style="list-style-type: none"> <li>• None</li> <li>• A few (1-25%)</li> <li>• Some (26-50%)</li> <li>• Most (51-75%)</li> <li>• Overwhelming majority (76-99%)</li> <li>• All</li> <li>• Don't know</li> </ul>	<p>1 x YR 13 student 4 x YT 14 student</p>	<p>Critchill School has met assessment criteria for benchmark 8</p> <p>100% of students will have had at least two interviews with a qualified careers adviser by the end of Year 13, or for those students who stay on above year 13, by the end of their time at your school or college- ensuring that we have met 100% of the 2 assessment areas in benchmark 8</p>
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