

1. A stable careers programme

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.

We meet 76% of the 17 assessment areas



2. Learning from career and labour market information

Every pupil, and their parents, should have access to good quality information about future study options and labour market opportunities.

We meet 100% of the 2 assessment areas

3. Addressing the needs of each pupil

Advice and support should be tailored to the needs of each pupil.

We meet 90% of the 7 assessment areas

4. Linking curriculum learning to careers

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

We meet 75% of the 4 assessment areas

5. Encounters with employers and employees

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.

We meet 50% of the single assessment area

8. Personal guidance

Every student should have opportunities for guidance interviews with a career adviser.

We meet 100% of the 2 assessment areas

7. Encounters with further and higher education

Careers provision should cover further and higher education as well as potential professions.

We meet 83% of the 6 assessment areas

6. Experiences of workplaces

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

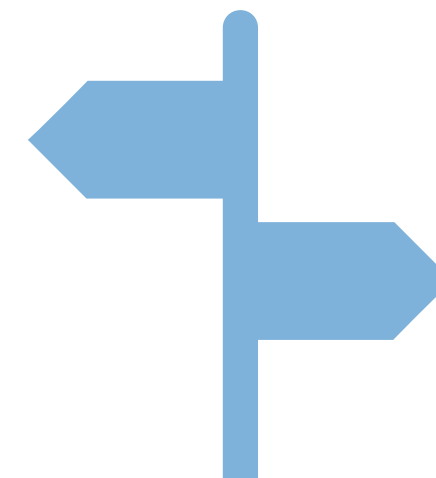
We meet 87% of the 2 assessment areas

Gatsby Benchmarks

1. A stable careers programme

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. **We meet 76% of the 17 assessment areas:**

Our whole-school careers programme:	Achieved?
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	✓



Percentage of schools
nationally meeting this
benchmark
27%



2. Learning from career and labour market information

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.

We meet 100% of the 2 assessment areas:

Percentage of schools nationally meeting this benchmark

52%

Our school:

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.

✓

Gatsby Benchmarks

3. Addressing the needs of each pupil

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

We meet 90% of the 7 assessment areas:

Percentage of schools nationally meeting this benchmark
25%



Our school provides a careers programme that:

Raises aspirations of all students

Achieved?

✓

Challenges stereotypical thinking (In terms of gender etc)

✓

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

✓

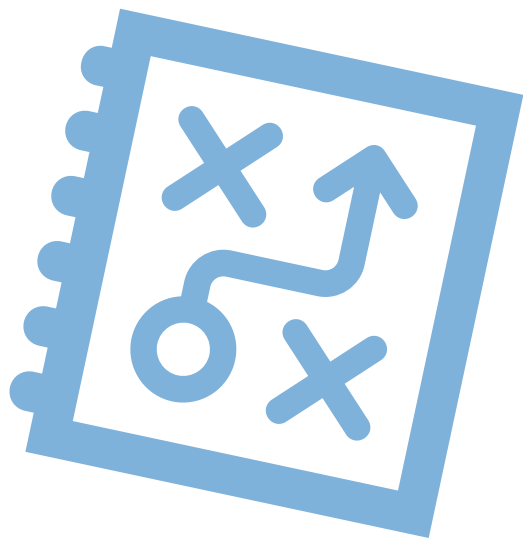
Works pro-actively with the local authority and careers advisers to provide careers guidance to vulnerable pupils and special educational needs and disability (SEND) students.

✓

4. Linking curriculum learning to careers

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

We meet 75% of the 4 assessment areas



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

Achieved?

English lessons

In progress

Maths lessons

In progress

Science lessons

In progress

PSHE lessons

In progress

Percentage of
schools nationally
meeting this
benchmark
45%

5. Encounters with employers and employees

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.

We meet 50% of the single assessment area

All/the overwhelming majority of pupils:

**Achieved
?**

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

**In
progress**

Percentage of schools nationally meeting this benchmark

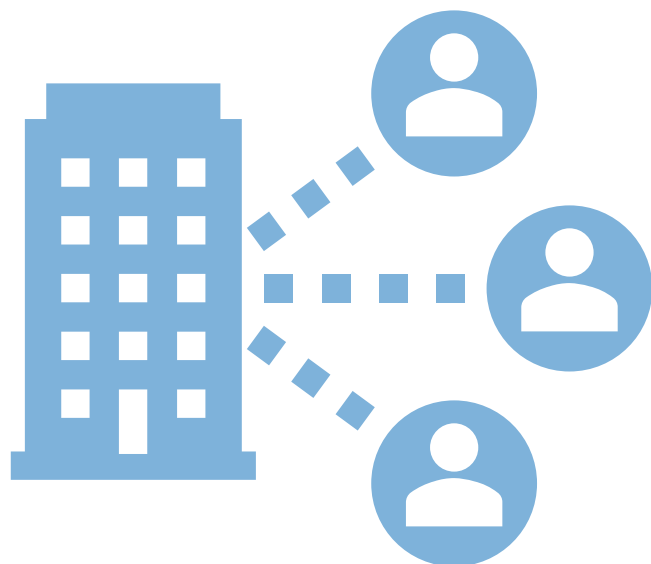
58%



6. Experiences of workplaces

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

We meet 87% of the 2 assessment areas



Percentage of schools nationally meeting this benchmark
52%

All/the overwhelming majority of pupils:

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

Achieved?

In progress

Have obtained a meaningful experience of a workplace during years 12 and 13

✓

Percentage of schools nationally meeting this benchmark

30%

7. Encounters with further and higher education

Careers provision should cover further and higher education as well as potential professions.

Pupils should have encounters with these organisations whilst at school.

We meet 83% of the 6 assessment areas

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

Achieved?

Have had meaningful encounters with sixth form colleges

✓

Have been provided with information about the full range of apprenticeships, including higher level apprenticeship

✓

Have had meaningful encounters with general further education colleges

✓

Have had meaningful encounters with independent training providers

✓

Have had meaningful encounters with Higher Education Providers

✓

Have had at least two meaningful visits to universities to meet staff and students

×



Gatsby Benchmarks

8. Personal guidance

Every student should have opportunities for guidance interviews with a career adviser.

We meet 100% of the 2 assessment areas

All/the overwhelming majority of pupils:

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

**Achieved
?**

✓

Have had at least two interviews with a professional careers adviser by the end of year 13

✓

Percentage of schools nationally meeting this benchmark

61%

