

## Critchill School - Gatsby Benchmark Evidence - September 2023

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Steven Daniels - Enterprise Advisor

Andy Jones - Chair/Careers Link Governor

[Ofsted Report July 2023](#)

<b>Benchmark 1</b> <b>A Stable careers programme</b>	
Schools should have an established programme of careers education and guidance that is known and understood by learners, parents, teachers, Governors, employers and other agencies.	
'Career' is defined as a purposeful destination on leaving school or college, and does not necessarily mean paid employment.	
<b>Critchill School has met 100% assessment areas in benchmark 1</b>	
Percentage of schools nationally meeting this benchmark July 2023 - 66%	
<b>Compass + Question</b>	<b>Supporting evidence</b>
Is written down? <b>Yes</b>   No   Don't know	Careers curriculum - EYFS to Post 16 - review date March 2024  Start Small Dream Big Primary Careers Programme. It aims to raise awareness among primary school-aged children of the world of work, raising aspirations and combating stereotypes.

<p>Is approved by the board of governors?  <b>Yes</b>   No   Don't know</p>	<p>CEIAG link governor attends regular meetings with Careers Lead, Job Coach, Somerset Enterprise Co-ordinator and Enterprise advisor  CEIAG report shared at governor meetings</p>
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<p>Has the explicit backing of senior leadership?  <b>Yes</b>   No   Don't know</p>	<p>CEIAG targets on School Improvement Plan  Performance management targets for Working Futures Lead and Job Coach</p>
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<p>Has resources/funding allocated to it?  <b>Yes</b>   No   Don't know</p>	<p>Working Futures budget  Careers Lead/Working Futures Lead  Job Coach</p>
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<p>Is regularly monitored?  <b>Yes</b>   No   Don't know</p>	<p>Curriculum reviewed annually  Careers Lead line management meetings with Head  Commissioned personal guidance  Termly meetings with Job Coach  Three careers hub meetings per year</p>
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<p>Has both strategic and operational elements?  <b>Yes</b>   No   Don't know</p>	<p>Strategic overview of work placements - Careers Lead has regular line management meetings with Headteacher  Working Futures action plan  Working Futures Lead and Job Coach meetings  Incorporating primary careers into CDI Framework</p>
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1.2 Does your Special School publish its careers programme on its website?

<p><b>Yes</b>   No   Don't know</p>	<p>Careers tab on the website</p>
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If 1.2 No/ Don't know: skip to 1.4

1.3 Is there information on your website about the career programme aimed specifically at:	
Learners? <b>Yes</b>   No   Don't know	Easy read careers curriculum overview
Teachers? <b>Yes</b>   No   Don't know	Careers Programme
Employers? <b>Yes</b>   No   Don't know	Dedicated page on school website
Parents/carers? <b>Yes</b>   No   Don't know	Careers Programme Annual letter to parents outlining Careers and Working Futures programme
1.4 Does your Special School evaluate the effectiveness of its careers programme at least every three years?	
<b>Yes</b>   No   Don't know If 1.4 No/ Don't know: skip to 1.6	Reviewed annually Moderate careers curriculum evidence on Evidence for Learning tracking system Annual phone contact with leavers, parents/carers Compass+ reviews
1.5 Does the evaluation of your careers programme take into account feedback from:	
Learners? <b>Yes</b>   No   Don't know	Regular review meetings with all KS4 and KS5 learners to review pathway Future Skills Questionnaires completed with students Vocational profile to inform future plan Work placement feedback forms
Teachers? <b>Yes</b>   No   Don't know	Ongoing evaluation of careers curriculum throughout all Key Stages Evaluation of Evidence for Learning App through peer to peer and SLT meetings

Employers? Yes   No   Don't know	Work placement feedback forms Frequent verbal feedback/evaluation EAN feedback of Careers Programme/website
Parents/carers? Yes   No   Don't know	Annual Reviews Termly PLIM evenings – opportunity to meet with Working Futures Lead and Job Coach Regular email/verbal feedback from learner work placements

1.6 Does your Special School have a lead person with strategic responsibility for overseeing your school's careers programme?	
Yes   No   Don't know	Emma West - Headteacher Sophie Addison - Executive Head Teacher - Special School & Alternative Provision Hub Strategic Lead

<p><b>Benchmark 2</b>  <b>Learning from career and labour market information</b></p> <p>These questions are about the Gatsby Benchmark around the importance of Learning from career and labour market information'.</p>
<p><b>Critchill School has met has met 100% of the assessment areas in benchmark 2</b></p> <p>Percentage of schools nationally meeting this benchmark July 2023- 81%</p>
<p>2.1 Approximately what proportion of learners 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:</p>

The age of 14	
None A few (1-25%) Some (26-50%) Most (51-75%) Overwhelming majority (76-99%) All Don't know	Careers curriculum Meeting local employers Visitors in school Exploring job boxes Role play Challenging stereotypes
The age 16	
None A few (1-25%) Some (26-50%) Most (51-75%) Overwhelming majority (76-99%) All Don't know	Careers curriculum Meeting local employers Visitors in school Exploring job boxes Role play Challenging stereotypes Work Placements
The age of 18	
None A few (1-25%) Some (26-50%) Most (51-75%) Overwhelming majority (76-99%) All Don't know	Careers curriculum Meeting local employers Visitors in school Exploring job boxes Role play Challenging stereotypes Work Placements
Above the age of 18	
A few (1-25%) Some (26-50%) Most (51-75%) Overwhelming majority (76-99%)	Careers curriculum Meeting local employers Visitors in school Exploring job boxes

<p><b>All</b> Don't know</p>	<p>Role play Challenging stereotypes Work Placements Supported Internship</p>
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2.2 Does your Special School encourage and support parents and carers (where appropriate) to access and use up-to-date information about the labour market, future study options and career paths to inform the support they give to their children?

<p><b>Yes</b> No Don't know</p>	<p>PLIM evenings Opportunity to meet Working Futures Lead and Job Coach Annual review meetings, planning next steps Careerometer on website Parent sessions (ASK programme)</p>
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**Benchmark 3  
Learner Needs**  
These questions are about the Gatsby Benchmark around 'addressing the needs of each learner'.

**Critchill School has met 100% of the assessment areas in benchmark 3**  
Percentage of schools nationally meeting this benchmark July 2023- 54%

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

<p>It actively seeks to raise the aspirations of all learners Rate on scale of 1 (strongly disagree) – 5 (strongly agree)</p>	<p><b>Strongly agree</b> Careers curriculum Whole school ethos Supported Internship Programme Encouraging independence from Early Years Working Futures Programme</p>
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<p>It challenges stereotypical thinking (in terms of gender etc) Rate on scale of 1 (strongly disagree) – 5 (strongly agree)</p>	<p><b>Strongly agree</b></p> <ul style="list-style-type: none"> <li>Breaking down barriers</li> <li>Raising expectations of learners with SEND to aspire to employment</li> <li>ASK development school programme</li> <li>Giving employers an understanding of our learners needs</li> </ul>
<p>3.2 Does your Special school?</p>	
<p>Keep systematic records on each learner’s experiences of career and enterprise activities and decisions on future pathways</p> <p><b>Yes</b>   No   Don’t know</p>	<ul style="list-style-type: none"> <li>Evidence for learning for all careers activities – individual targets for each learner covering their experiences at Critchill School</li> <li>Work experience PLIM’s</li> <li>Supported Internship monitoring</li> <li>Compass+</li> <li>Annual review process, future pathways discussed</li> <li>Specialised Careers folders</li> <li>Work Placement feedback meetings</li> <li>Careers Pilot</li> <li>Employer feedback forms shared with learners</li> </ul>
<p>Enable learners and parents/carers/families to have access to accurate records about their own careers and enterprise activities and decisions on future pathways?</p> <p><b>Yes</b>/No/Don’t Know</p>	<ul style="list-style-type: none"> <li>Careers folders go home when learners transition from Critchill</li> <li>EFL to track progress throughout the year</li> <li>Learning journal sent home at the end of each academic year</li> <li>Compass+ - careers activity log</li> <li>Personal guidance action plan</li> </ul>
<p>Collect and maintain accurate data for each learner on their destinations after they your Special School (whatever that may be)</p>	<p><b>Tracking form created to be maintained by the school office</b></p> <ul style="list-style-type: none"> <li>Data Destinations permissions sought from school leavers as part of the transition process</li> <li>Contact to be made in January</li> </ul>

<p>Yes   No   Don't know</p>	
<p>Share accurate and timely data with the local authority on learner transitions and destinations.</p> <p>Yes/No/Don't Know</p>	<p>DFE occasional requests – all answered within deadlines  <b>CSW received September/October</b></p>
<p>Work proactively with the local authority and careers advisers around the careers guidance and progression of your learners?</p> <p>Yes   No   Don't know</p>	<p>All learners at Critchill have EHCP Annual reviews  Preparation for Adulthood Forum  Liaison with supported employment coordinators  Independent careers advisor commissioned at Critchill School</p>
<p><b>Benchmark 4 – Curriculum</b>  These questions are about the Gatsby Benchmark recommending 'Linking curriculum learning to careers'.</p>	
<p><b>Critchill School has met 100% of the assessment areas in benchmark 4</b></p> <p>Percentage of schools nationally meeting this benchmark July 2023 - 76%</p>	
<p>4.1 By the time they leave school, approximately what proportion of learners have experienced person-centered curriculum learning that highlights the relevance of subjects and programmes to future career or progression paths?</p>	



<p>English (including functional English) Select an approximate percentage</p> <p>None A few (1-25%) Some (26-50%) Most (51-75%) Overwhelming majority (76-99%) <b>All</b> Don't know</p>	<p>A personalised curriculum to meet learners needs Clear aspect of the curriculum focusing on prep for adulthood Providing written information for employers e.g. telephone messages, evidence about nursery children, taking orders To be able communicate appropriately with employers and members of the public To read and understand employer documentation Signs and information e.g. Health and Safety Careers Lead Facebook page resources Explaining why – clear links in English lesson planning/observations to careers curriculum Learning Walks by SLT and Governors</p>
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<p>Maths (including functional maths) Select an approximate percentage</p> <p>None A few (1-25%) Some (26-50%) Most (51-75%) Overwhelming majority (76-99%) <b>All</b> Don't know</p>	<p>Embedded into thematic curriculum (Relatable tasks to employment, ensure clear links in planning) In work placement breaking down counting task into smaller steps Using money (catering van, keeping accounts) Using measure (weighing, temperature) Enterprise (Surveys, costings, tally charts)</p>
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<p>Science (accredited or non-accredited learning) Select an approximate percentage</p> <p>None  A few (1-25%)  Some (26-50%)  Most (51-75%)  Overwhelming majority(76-99%)  <b>All</b>  Don't know</p>	<p>Embedded into thematic curriculum  COSHH  Food Hygiene, bacterial growth and the effects of  Gardening – nutrients, compost, what plants need to grown, germination, pollination, environmental impact  Health and hygiene  Health and Safety e.g. electricians</p>
<p>PSHE (including for example, Life Skills, Soft Skills, Personal and/or Social Development,</p>	<p>Embedded into thematic curriculum  First Aid</p>

<p>Independent Travel support)</p> <p>Select an approximate percentage</p> <p>None  A few (1-25%)  Some (26-50%)  Most (51-75%)  Overwhelming majority (76-99%)  <b>All</b>  Don't know</p>	<p>Relationships  Personal care  Online safety  Managing risks  Knowing how to access help and support  Rights and responsibilities  Making informed choices</p>
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**Benchmark 5 – Employer Encounters**

These questions are about the Gatsby Benchmark recommending 'Encounters with employers and employees'.

**Critchill School has met 100% of the assessment areas in benchmark 5**

Percentage of schools nationally meeting this benchmark July 2023- 80%

5.1

For whom it is deemed appropriate, select the years during which 76-100% of learners have at least one encounter with an employer or employee.

Below year 6

As per careers curriculum for all learners

Year 6

Year 7

Year 8

Year 9

Year 10

Year 11

Year 12

Year 13

Above Year 13

Don't know

None of the above

As per careers curriculum for all learners

5.2

For whom it is deemed appropriate, what proportion of your learners have at least one encounter with an employer every year they are at school?

None

A few (1-25%)

Some (26-50%)

Most (51-75%)

Overwhelming majority (76-99%)

All

Don't know

As per careers curriculum for all learners

5.3

For whom it is deemed appropriate, on average how many encounters with an employer will your learners have had by the time they leave your Special School?

Choose an average number from 0 to '10 or more' <b>10 plus</b>	As per careers curriculum for all learners
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' <b>10 plus</b>	Compass+ records

Benchmark 6 - Workplace experiences These questions are about the Gatsby Benchmark recommending 'Experiences of workplaces'.	
<b>Critchill School has met 100% of the assessment areas in benchmark 6</b>	
Percentage of schools nationally meeting this benchmark July 2023- 64%	
6.1 For whom it is deemed appropriate, approximately what proportion of learners have 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%) <b>All</b> Don't Know	Rangers Catering Van

6.2

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

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

Rangers  
Catering Van  
Individual work placements  
Workplace visits

**Benchmark 7 – Educational encounters**

These questions are about the Gatsby Benchmarks recommending 'Encounters with further and higher education.

**Critchill School has met 100% of the assessment areas in benchmark 7**

Percentage of schools nationally meeting this benchmark July 2023- 52%

By the time they leave school, approximately what proportion of learners, for whom it is deemed appropriate, have had the following experiences:

7.1

For whom it is deemed appropriate, meaningful encounters with Sixth Form Colleges?

<p>None  A few (1-25%)  Some (26-50%)  Most (51-75%)  Overwhelming majority (76-99%)  <b>All</b>  Don't know</p>	<p>Critchill P16 – (Class visit to P16)  Strode College  Bath College</p>
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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?

<p>None  A few (1-25%)  Some (26-50%)  Most (51-75%)  Overwhelming majority (76-99%)  <b>All</b>  Don't know</p>	<p>Supported Internships  Visits to Job Centre to discover future opportunities and support available  Apprenticeship Skills and Knowledge (ASK)</p>
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7.3  
For whom it is deemed appropriate, meaningful encounters with Further Education Providers? (including land based colleges where appropriate)?

<p>None  A few (1-25%)  Some (26-50%)  Most (51-75%)  Overwhelming majority (76-99%)  <b>All</b>  Don't know</p>	<p>Strode College  Bath College</p>
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<p>7.4  For whom it is deemed appropriate meaningful encounters with Independent Training Providers (TPS) or other progression providers ?</p>	
<p>None  A few (1-25%)  Some (26-50%)  Most (51-75%)  Overwhelming majority (76-99%) • <b>All</b>  Don't know</p> <p>If no entered for introduction questions skip to 7.7</p> <p>If YES entered for Introduction questions and you learner numbers for Year 12,13 or Above Tear 13 complete 7.5</p>	<p>Discovery Referral  Somerset Skills and Learning</p>
<p>7.5  For whom is it deemed appropriate, meaningful encounters with Higher Education Providers?</p>	

<p>None (of the learners who can access HE)</p> <p>A few of the learners who can access HE (1-25%)</p> <p>Some of the learners who can access HE (26-50%)</p> <p>Most of the learners who can access HE (51-75%)</p> <p>Overwhelming majority of the learners who can access HE (76-99%)</p> <p><b>All of the learners who can access HE</b></p> <p>Don't know</p>	<p>Internal and External visits from higher education providers i.e Bath College and Strode College</p>
<p>7.6</p> <p>For whom it is deemed appropriate, at least two visits to Higher Education Providers?</p>	
<p>None (of the learners who can access HE)</p>	<p>Visits to Bath College and Strode College</p>

<p>A few of the learners who can access HE(1-25%)</p> <p>Some of the learners who can access HE (26-50%)</p> <p>Most of the learners who can access HE (51-75%)</p> <p>Overwhelming majority of the learners who can access HE (76-99%)</p> <p><b>All of the learners who can access HE</b></p> <p>Don't know</p>	
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7.7 What proportion of learners in Year 8/9 have had at least two meaningful encounters with providers of apprenticeships and technical education during KS3 study that meet the requirements of PAL?

The answer to this question does not count towards your score for GatsbyBenchmark 7.

None (0%)  
A few (1-25%)  
Some (26-50%)  
Most(51-75%)  
Overwhelming majority (76-90%)  
**All** or nearly all (91 - 100%)

Somerset Skills and Learning  
Discovery  
Apprentice Skills and Knowledge (ASK)

7.8 What proportion of learners in Year 10/11 have had at least meaningful encounters with providers of apprenticeships and technical education during KS3 study that meet the requirements of PAL?

The answer to this question does not count towards your score for GatsbyBenchmark 7.

None (0%)  
A few (1-25%)  
Some (26-50%)  
Most(51-75%)  
Overwhelming majority (76-90%)  
**All** or nearly all (91 - 100%)

Somerset Skills and Learning  
Discovery  
Apprentice Skills and Knowledge (ASK)

7.9

What proportion of students in Year 12/13 have been offered at least two meaningful encounters with providers of apprenticeships and technical education during Post 16 study that meet the requirements PAL?

The answer to this question does not count towards your score for GatsbyBenchmark 7.

None (0%)  
A few (1-25%)  
Some (26-50%)  
Most(51-75%)  
Overwhelming majority (76-90%)

All or nearly all (91 - 100%)

7.10

What proportion of learners in Year 12/13 have attended at least meaningful encounters with providers of apprenticeships and technical education during Post 16 study that meet the requirements of PAL?

The answer to this question does not count towards your score for GatsbyBenchmark 7.

None (0%)

A few (1-25%)

Some (26-50%)

Most(51-75%)

Overwhelming majority (76-90%)

All or nearly all (91 - 100%)

7.11

Please list the providers who conducted these encounters:

The answer to this question does not count towards your score get GatsbyBenchmark 7

### **Benchmark 8 – Personal Guidance**

These questions are about the Gatsby around the need for 'Personal Guidance' for learners

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

Percentage of schools nationally meeting this benchmark July 2023- 75%

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

8.1 What proportion of learners 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	Independent Careers Adviser commissioned to complete interviews Mock interviews conducted with multiple stakeholders
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• Don't know		
8.2 What proportion of learners have had at least two interviews with a qualified careers adviser by the end of Year 13, or for those learners who stay on above year 13, by the end of their time at your Special School or college?		
None A few (1-25%) Some (26-50%) Most (51-75%) Overwhelming majority (76-99%) All Don't know	Independent Careers Adviser commissioned to complete interviews Mock interviews conducted with multiple stakeholders	