

Careers Policy Statement including Provider Access Policy Statement



Approved by:	Governing Body
---------------------	----------------

Last reviewed on:	September 2024
--------------------------	----------------

Next review due by:	September 2025
----------------------------	----------------

Introduction

Belle Vue provides a relevant and engaging careers curriculum which meets the differing needs and requirements of our pupils. This is developed throughout a pupil's time at the school and is always supportive of their strengths and skills.

Careers education is a planned programme of learning activities that helps young people to think about, set goals and prepare for the future. It does this by helping them to develop the knowledge and self-help skills they will need to grasp opportunities, manage change and deal with success, disappointment and the unexpected

This policy summarises the statutory guidance and recommendations. It then outlines the provision of careers education, work experience, provider access, considers our compliance with the Gatsby benchmarks and the Baker Clause.

Aims and purpose

We aim to raise aspirations, challenge stereotypes, and encourage pupils to consider a wide range of careers. Through careers education and guidance, it is hoped that pupils will be encouraged to make the most of their talents and to go on to jobs or courses which suit their needs and strengths.

In particular, we intend our pupils to:

- Prepare pupils for the transition to life after Belle Vue.
- Support pupils in making informed decisions which are appropriate for them.
- Provide pupils with well-rounded experiences.
- Develop personal characteristics such as social skills, communication, independence, and resilience.
- Inspire and motivate pupils to develop themselves as individuals and live as independently as is possible.
- Develop a broad understanding of the world of work and an ability to respond to changing opportunities.
- Develop and use their self-knowledge when thinking about and making choices.
- Develop the skills they need to review achievements, plan future actions, make decisions, present themselves well and cope with change and transition.
- Make successful transitions to adulthood through the development of skills, attitudes, and abilities.
- Have opportunities to develop self-awareness, confidence, and the exploration of opportunities.
- Access and interpret careers and labour-market information, applicable to their personal aspirations and interests.
- Undertake their own careers research so that they can make good use of information and guidance.

- Achieve their full potential, giving unique and tailored support to targeted groups or individuals.
-
- To find out about technical education qualifications and apprenticeships opportunities, as part of a careers programme which provides information on the full range of education and training options.
 - To hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships – through options events, assemblies and group discussions and taster events.
 - To understand how to make applications for the full range of academic and technical courses.

The Governing Body and staff are committed to:

- The provision of resources and advice to enable pupils to understand and develop career choices and to ensure that careers education is seen as part of the overall curriculum and learning framework for all years.
 - Encouraging pupils to aspire, achieve and excel.
 - Involving pupils, parents, and carers in the further development of careers work.
 - Working with the LEA so that no student is disadvantaged in gaining access to education, training, or work.
-

Entitlement Expectations

As a learner you are entitled to expect that the school will:

- Treat and respect you as an individual.
 - Provide you with the opportunity to learn the skills and gain the knowledge you will need to secure training/employment after leaving school.
 - Offer you support as you need it
 - Guarantee you access to careers information, advice and guidance which is up to date, comprehensive and unbiased, including Labour Market Information.
 - Ensure you have access to professional and expert guidance when you need it.
 - Guarantee access to information about all the options/pathways open to you once you leave school.
-

As a member of staff, we expect that you (the learner) will:

- Be active in helping yourself as well as expecting us to help you.
 - Be prepared to be realistic in considering the range of options available and in making choices about them.
 - Be prepared to learn and stretch yourself in order to reach your potential.
 - Be punctual and considerate of others.
-

As a parent/carer you are entitled to expect that the staff of school will:

Enable you to take an active part in the processes described above which could include –

- Attendance at parents' evening and other events
 - Promote and practice equal opportunities for all young people regardless of gender, ethnic origin, disability, etc.
-

Statutory requirements and recommendations

The careers provision at Belle Vue is provided in line with the statutory guidance developed by the Department for Education, which refers to Section 42A and 45A of the Education Act 1997 and The Education (Independent School Standards) Regulations 2014. The guidance and regulations states that all schools should provide independent careers guidance for all pupils receiving secondary education.

Careers guidance at Belle Vue school will:

- be impartial, accurate and up to date.
- enable pupils to make informed choices about a broad range of career options.
- include information on a range of pathways, including apprenticeships.
- be adapted to the needs of the pupil.
- helps to encourage pupils to fulfil their potential.

Impartial advice means that we will not tell you what to do. Impartial careers advice aims to provide pupils with the knowledge and skills to make informed choices about what options they have key points in the school life. It aims to motivate and raise aspirations by providing clear goals and encouraging pupils to participate in learning and to attain qualifications that reflect their potential. Qualifications are like keys – the more qualifications you have, the more doors are open to you. These doors represent opportunities.

The school ensures it is compliant with the careers guidance that the government sets out in: 'Careers Guidance and Inspiration for young people in schools.' This states that all schools must give education and training providers the opportunity to talk to students about approved technical qualifications and apprenticeships. Further information relating to this is set out later in this document under Provider Access.

In addition, the school makes sure it is meeting the requirements of the Baker Clause, which requires schools to provide pupils with information about approved technical education qualifications and apprenticeships. The Baker Clause ensures that students, regardless of background or ability, are given the chance to explore future pathways and prepare for the world of work in order to improve their life opportunities and contribute to a rewarding and prosperous economy. Secondary schools have a legal duty to provide pupils with at least six encounters with a provider of approved technical education qualifications or apprenticeships.

The school also assesses itself against the Gatsby Benchmarks. The benchmarks are 8 areas of best practice, which are now more commonly known as 'The Gatsby Benchmarks'.

Careers Provision at Belle Vue

All pupils have access to the following:

- Belle Vue Learning for Life curriculum - Careers and preparing for life after Belle Vue is a fundamental aspect of our curriculum.
- Visitors in to school and offsite visits support pupils in developing their understanding of a range of different post 16 pathways.
- All pupils in Year 10 and 11 have access to meetings with an independent careers advisor to explore future pathways including technical education qualifications and apprenticeships.
- Pupils have explicit teaching of careers which includes reviewing careers options and opportunities.

Key Stage 3 and below

- A sequenced and coherent careers curriculum is followed for all pupils.
- Pupils take part in enterprise and work experience projects across the school year.
- STEM events and projects are a part of the curriculum.

Key Stage 4 and 5

- One-to-one meetings with an independent careers advisor to help inform individual routes into post 16 provision and appropriate and meaningful work experience opportunities.
- Pupils are encouraged to undertake work experience and work-based placements and opportunities. Most pupils will undertake work placements.
- Pupil pathways onto accredited and vocational courses are planned and prepared for.

The overall organisation of work experience is undertaken by the school careers lead who liaises with the SENCo to ensure the most relevant and engaging opportunities are taken and are aligned with pupils EHC plan targets.

Parents/carers are informed and communicated with throughout the process and a work experience agreement form and work experience information form are completed.

All pupils on placement are covered by the employers' insurance and places of work are risk assessed.

Providers Access Policy Statement

Introduction

This policy statement sets out the school's arrangements for managing the access of providers to pupils at the school for the purpose of giving them information about the provider's education or training offer. This complies with the school's legal obligations under Section 42B of the Education Act 1997.

Premises and facilities

The school will make the classrooms or meeting spaces available for discussions between the provider and students, as appropriate to the activity. The school will also make available AV and other specialist equipment to support provider presentations. This will all be discussed and agreed in advance of the visit with the Careers Leader.

Providers are welcome to leave a copy of their prospectus or other relevant course literature with the careers lead. This will be made available to pupils and parents/carers as appropriate.

Management of provider access requests

Procedure:

A provider wishing to request access should contact the careers lead, Telephone: 01233 877046; Email: office@cornfields.kent.sch.uk

Opportunities for access

Several events, integrated into the school careers programme, will offer providers an opportunity to come into school to speak to pupils and/or their parents/carers:

	Autumn term	Spring term	Summer term
All year groups	➤ Follow coherently planned careers sequence of work.		
Year 7*	➤ Life Skills and Functional Skills through Personal Development Plans and learning for life curriculum –class group opportunities		
Year 8	➤ Life Skills and Functional Skills through Personal Development Plans and learning for life curriculum – assembly and class group opportunities. ➤ Opportunities via online and in person meetings to engage with events and information relating to information about technical education qualifications and apprenticeships		
Year 9	➤ Career leader to input or attend EHCP meetings. ➤ Life Skills and Functional Skills through Personal Development Plans and learning for life curriculum – assembly and class group opportunities		
Year 10	➤ Bespoke college taster programme ➤ Attend careers events. ➤ Career leader to attend EHCP meetings. ➤ Work experience offered	➤ Careers lea/Senco meet with parents/carers. ➤ Careers explicitly taught and scheduled on the timetable	
Year 11	➤ Careers advisor in school regularly and working alongside pupils. ➤ Bespoke college taster programme. ➤ Work experience offered where appropriate.	➤ Attend careers event. ➤ Careers explicitly taught and scheduled on the timetable. ➤ Careers lead/Senco meets with parents/carers	➤ Independent career advice and guidance meetings held. ➤ Career lead/SENCo to attend EHCP meetings.
Post 16	➤ Careers advisor in school regularly and working alongside pupils. ➤ Bespoke college taster programme. ➤ Work experience offered where appropriate.	➤ Attend careers event. ➤ Careers explicitly taught and scheduled on the timetable. ➤ Careers lead/Senco meets with parents/carers	➤ Independent career advice and guidance meetings held. ➤ Career lead/SENCo to attend EHCP meetings. ➤

Our Careers Programme is based on the eight Gatsby Benchmarks, a framework that enables us to provide our pupils with the best possible careers education, information, advice, and guidance. Careers education helps our pupils develop the knowledge and skills they need to make successful choices, manage transitions in learning and move into work. With guidance pupils are able to use their knowledge and skills to make the decisions about learning and work that are right for them.

Framework for careers, employability, and enterprise education

Careers education forms an integral part of the curriculum in the Life Skills and Tutorial programme. There are also cross-curricular links to careers within subjects and these are highlighted by subject teachers as and when appropriate. The programme is based on the Careers Development Institute framework for careers, employability and enterprise education (2015).

Equal Opportunities

We promote equal opportunities and use every opportunity to challenge gender and ethnic stereotypes and to raise aspirations. We are a diverse school in terms of ethnicity. Girls join our Sixth Form. We monitor careers resources regularly to ensure that they encourage both boys and girls and students from minority ethnic groups to enter different careers.

The destinations of our leavers are closely monitored and younger students informed so that we are aware of trends and opportunities.

Monitoring, Evaluation and Review

The careers programme is monitored regularly and improvements made as necessary. The quality of careers education is monitored and evaluated through:

- reports generated to review coverage of the Gatsby Benchmarks
- the analysis of the destinations of pupils
- feedback from pupils and parents/guardians via surveys and/or conversations.

Relationship to other parts of the Curriculum and other policies

Careers education is conducted in accordance with the school's equal opportunities policy, work related learning policy, external visits policy and other relevant policies. The whole school remit of careers is recognised, and the curriculum is developed alongside that of other areas so that careers education is an integral part of the whole school curriculum.

Former students are a valuable resource and come in to help with careers work. Virtual meetings are also set up with past students so that current students can gather more information about their intended career path. This is also a great an opportunity for them to ask questions and be provided with advice/tips regarding routes into industries, applications, interviews, etc.

Careers education is found across the curriculum in many different subjects, for all year groups and across the academic year, for example:

- PE – leadership and teamwork
 - English – communication skills needed in organisations
 - Music – researching careers of music heroes
 - DT – study of jobs involved in particular projects
 - Art – image in the workplace
 - Maths – data analysis is an employability skill
 - Drama production – you have to audition for parts or jobs like stage-hand /lighting – these are like interviews for jobs
 - School Pupil Leadership Roles – you have to be interviewed for the role
-

GATSBY BENCHMARKS

There are 8 Gatsby benchmarks:

- 1. A stable careers programme
- 2. Learning from career and labour market information
- 3. Addressing the needs of each pupil
- 4. Linking curriculum learning to careers
- 5. Encounters with employers and employees
- 6. Experiences of workplaces
- 7. Encounters with further and higher education
- 8. Personal guidance

The below evaluation against the benchmarks has been completed to assist the school to identify and address any gaps.

Benchmark 1 – A stable career programme

- Every school and college should have a stable, structured careers programme that has the explicit backing of the senior management team.
- There should be an identified and appropriately trained person responsible for it.
- It should be published on the school's website and accessible to pupils, parents, teachers and employers.
- The programme should be regularly evaluated with feedback from pupils, parents, teachers and employers.

What do we do?

- Career policy is on school website – available to pupils, staff, parents/carers.
- Career programme and guidance is displayed across the school.
- A sequence of work for our careers programme is coherently planned and is delivered to pupils.

How are we adapt due to COVID-19 or school closures

- Tutorials are delivered/posted by tutors on form group Google Classrooms
- Career lessons in Life Skills take place virtually via Google Meet and resources uploaded to Google Classrooms.
- National Apprenticeship Week resources uploaded to Google Classrooms and form tutors present the 'Famous Apprentices' PPT or assign the 'Famous Apprentices' quiz on form group Google Classrooms.

Benchmark 2 learning from labour market information

- By the age of 14, all pupils should have accessed and used information about career paths and the labour market to inform their own decisions on study options.
- Parents should be encouraged to access and use information about labour markets and future study options to inform their support to their children.
- An informed adviser can help them make the best use of available information.

What do we do?

- Job of the week is part of the careers sequence of work.
- During briefings, form tutors are asked to dedicate a period of time to engaging with the job of the week. They are encouraged to assess their tutees prior knowledge (e.g. What is the average salary? What are the working hours? How can you become a X? What does the job involve? What does the career path and progression look like?). They are then encouraged to use the National Career Service website to strengthen their understanding and address any gaps in their knowledge and/or misconceptions.
- Latest Labour Market Information (LMI) is shared in tutorials.

Benchmark 3 Addressing the needs of each pupil

- Pupils have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each pupil. Our school's careers programme embeds equality and diversity considerations throughout.
- The school's careers programme actively seeks to challenge stereotypical thinking and raise aspirations.

- The school keeps systematic records of the individual advice given to each pupil, and subsequent agreed decisions. All pupils should have access to these records to support their career development.
- The school collects and retains accurate data for each pupil on their education, training or employment destinations for at least three years after they leave the school.

What do we do?

- Pupils receive careers interviews.
- Career guidance is available during progress days so that pupils and parents/carers can speak to trained professionals about their options. Advice/support is tailored to the needs of each pupil.
- The school collects enrolment, destination and intended destination data. Phone calls are made, and emails are sent to ensure that information is accurate.
- Post 16 destination data is detailed enough to be used when looking for Alumni speakers for future events.
- Google Classroom post contain resources to 'raise aspirations and challenging stereotypical thinking' on International Men's and women's Day. Presentation will be shared on all Year group Google Classrooms to encourage students to learn about inspiring women who serve as amazing role models in their fields of science, technology, engineering, and mathematics.
(<https://docs.google.com/presentation/d/14XP5h-EqnS9AZ8mewue9Y1zeg12Ie1QiUO27f5O9A8o/edit?usp=sharing>).
- Career posters are displayed around school.

How are we adapting due to COVID-19?

- Pupils receive virtual careers interviews.
- Host virtual carers event to inform pupils parents/carers how to effectively search for apprenticeships to support their child's Post-16 and Post-18 options.

Benchmark 4 Linking the curriculum learning to careers

By the age of 14, every pupil will have had the opportunity to learn how the different STEM subjects help people to gain entry to, and be more effective workers within, a wide range of careers.

What do we do?

- Relevant career-related posters e.g. apprenticeships readily available in the school.
- Maths department career videos created by MYPATH titled Maths, Why bother? They cover a range of topics such as geometry, pythagoras, ratios, probability,

statistics, etc explaining why it's important to study X in maths and how it relates to different careers. <https://www.youtube.com/channel/UCzHRXU9p6bKJtiIAhnzL6hQ/videos>

How we adapt due to COVID-19?

- The school upload the *Careers by subject directory* onto all year group Google Classrooms during National Careers Week.
- A guest speaker from the Bank of England conducted a virtual talk about careers relating to Economics on July 5th to Y13 students.

Benchmark 5 Encounters with employers and employees

- Every pupil should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace.
- Every year, from the age of 11, pupils should participate in at least one meaningful encounter*with an employer. A 'meaningful encounter' is one in which the student has an opportunity to learn about what work is like or what it takes to be successful in the workplace.
- This can be achieved through a range of enrichment activities including visiting speakers, mentoring and enterprise schemes.

What do we do?

- Year 10 Scotline enterprise day similar to Ryman Challenge for year 8.
- The school is a workplace.
- Y12 business mentoring programme.
- Year 12 Alumni event. Students learn from employers/previous students and learn about valuable workplace skills.
- Advertising Spark Events on all year group Google Classrooms. This website/app gives students access to various FREE career events/webinars e.g. Automotive Careers – The Move to Electric, Submarine Service Careers, Automotive Technology Careers, NHS – Nursing Careers, Careers in Gaming and Royal Navy Careers. Many more events will be added.
- Advertised Pathway Careers, Training and Mentorship Service on all year group Google Classrooms. Students who signed up are contacted directly about upcoming events and work experience days, job opportunities, 1-2-1 mentoring with applications, and general help and guidance towards their next steps after school.
- Students in Y12 and 13 are encouraged to download the free Fledglink app. It is aimed at students between 15 and 19 and helps them to feel more confident and better prepared for their next steps & the world of work. The app allows students to create their own digital CVs, be matched to opportunities and complete self-development activities.

How are we adapting due to COVID-19?

- Y12 business mentoring programme- took place virtually this year.
- Alumni articles were posted on all year group Google Classrooms.
- A virtual Google Talk took place on Friday 26th February open to Y11, 12 and 13 students to hear about a former students experience working at Google.
- Students were given the opportunity to watch videos of employees talk about working life e.g. apprentices at Coca Cola
- Videos were posted on all year group Google Classrooms containing employees' experiences working at X company doing Y job.
- The UK University & Apprenticeship Search Virtual Fair was advertised to Y12 form groups during careers tutorial, posted on Google Classrooms. A letter was also sent to parents promoting the event. Organisers providing SXH with names of students that attended to monitor engagement.
- A guest speaker from the Bank of England to talk about A level to University progression, grades, Maters, PhD.
- Over 50 former SJWMS students attended the 2021 Alumni Event. Some conducted virtual talks, but the majority were able to attend in person. This event was delivered to Year 12 students and it allowed them to develop their knowledge of their Post-18 option and ask questions.

Benchmark 6 Experiences of workplaces

- By the age of 16, every pupil should have had at least one experience of a workplace, additional to any part-time jobs they may have.
- By the age of 18, every pupil should have had one further such experience, additional to any part-time jobs they may have.

What do we do?

- Year 12 work experience with MEBP
 - Assisted by EXH
- National Citizen Service (NCS) available to Y11 and 12 students
- Advertised Pathway Careers, Training and Mentorship Service on all year group Google Classrooms. Students who signed up are contacted directly about upcoming events and **work experience days**, job opportunities, 1-2-1 mentoring with applications, and general help and guidance towards their next steps after school.

How are we adapting due to COVID-19?

- A wide variety of virtual work experience (WEX) opportunities were posted on Google Classrooms (mainly Y12 and 13, but also those that were applicable to Y10 and 11). Work experience opportunities included:
 - Construction
 - Medicine
 - Allied Health Professional
 - Architecture
 - Veterinary science
 - Dentistry
 - Engineering
 - Finance
 - Sustainability and city planning
 - Creative design, IT and innovation
 - A career in the airline industry – British Airways
- The NCS (National Citizen Service) programme was advertised on Y11 and Y12 Google Classrooms and a PPT about NCS was sent to form tutors to promote during form time.
- WEX opportunity at PwC for Y12s interested in accountancy was advertised on GC.
- Employer Virtual Taster Days with BT, Vodafone and The NHS were advertised on Y10, 11, 12 and 13 Google Classroom.
 - <https://www.eventbrite.co.uk/e/bt-virtual-stem-taster-day-discover-what-its-like-to-work-for-bt-tickets-145254262409>
 - <https://www.eventbrite.co.uk/e/virtual-work-experience-with-vodafone-tickets-146622115695>
 - <https://www.eventbrite.co.uk/e/nhs-hee-london-ahp-nursing-taster-day-tickets-147759780481>
 -

Benchmark 7 Encounters with further and higher education

- By the age of 16, every pupil should have had a meaningful encounter* with providers of the full range of learning opportunities, including sixth forms, colleges, universities and apprenticeship providers. This should include the opportunity to meet both staff and pupils.
- By the age of 18, all pupils who are considering applying for university should have had at least two visits to universities to meet staff and pupils.
- A 'meaningful encounter' is one in which the student has an opportunity to explore what it is like to learn in that environment.

What do we do?

- Alumni articles displayed around the school
- Y12 and 13s have 4 days per year for university visits provided they contact the sixth form team to organise authorised absence.
- Apprenticeship information and opportunities posted on Google Classroom.
- SXH visits Y12 forms to ensure that they are aware of their post-18 options. Students are directed to useful websites to help with the decision making process.
- Posters are put up in the Sixth form study centre for students to e.g. Complete University Guide league tables, university application process, open days, etc.
- Apprenticeships Google Classroom made specifically for Y13 students to keep them updated on the latest apprenticeship opportunities. Also, Google Classroom is organised into topics to help develop students knowledge and address misconceptions
 - Apprenticeship case studies
 - Applying for apprenticeships
 - Apprenticeship opportunities
 - Finding an apprenticeship
 - Understanding apprenticeships

How are we adapting due to COVID-19?

- Alumni articles were posted on all year group Google Classroom for students to engage with and see what former students have achieved since leaving SJWMS..
- Post on year group Google Classrooms and letters were sent home to parents advertising a virtual careers event for students and parents. (Host- My Future Kent & Medway).
- Post on Google Classroom about LAT career support website offering support and guidance to KS3, KS4, KS5, teachers and parents/carers.
- The UK University and Apprenticeship Search Virtual Fair was advertised on Y12 and 13 Google Classrooms.
- Undergraduate virtual open days were advertised to Y12 and 13 on Google Classroom.
- Webinars advertised on Google Classroom e.g. sports and exercise science, careers with the RAF, etc.
- SXH attended all Y12 forms and spoke about their Post-18 options, showed them useful websites and provided useful tools to help with decision making.
- An advertisement for virtual university subject taster sessions hosted by Lancaster University were advertised on Y12 Google Classroom. Subjects included:

- Sociology
- Criminology
- Media
- Cultural studies
- Film studies
- Philosophy
- Politics
- Religion

Benchmark 8 Personal Guidance

Personal guidance

- Every pupil should have opportunities for guidance interviews with a Careers 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 pupils but should be timed to meet their individual needs.
- Every pupil should have at least one such interview by the age of 16, and the opportunity for a further interview by the age of 18.

What do we do?

- Students have the opportunity to speak to SXH at any time and they are supported by form tutors, teachers and the sixth form team in career matters via 1-2- mentoring, assemblies, etc.
 - Conversations are tracked using the *sixth form career tracker*.
- All year 11 have a careers interview – in a group setting or assembly. Slots for Rob Angel study skills day.
- All Y12 student receive a careers interview. 2021 interviews were conducted with JXM. Students with no post-18 plans are prioritised.

How are we adapting due to COVID-19?

- Virtual career meetings were conducted with Y12 students who weren't very sure about their Post-18 path.
- SXH responded to various questions throughout the year (face-to-face and via email) regarding careers, apprenticeships, university etc, via email.

An advertisement was posted on Y12 and 13 Google Classroom for StudentStream. The platform brings together video content featuring vital advice, help and expert knowledge from universities and colleges across the UK <https://www.studentstream.co.uk/>

Results of Gatsby Benchmark audit.

September 2023

Your results show how your answers compare to the 8 Gatsby Benchmarks. They can help you to identify strengths and areas for improvement.

Benchmark 1

A stable career programme.

Your school has met 100% of the 17 assessment areas in benchmark 1

100%



Show details

Your previous score

June 2023

100%

Percentage of schools nationally meeting this benchmark

2022

43%

Benchmark 2

Learning from career & labour market information

Your school has met 100% of the 2 assessment areas in benchmark 2

100%

Show details

Your previous score

June 2023

100%

Percentage of schools nationally meeting this benchmark

2022

66%

Benchmark 3

Addressing the needs of each pupil

Your school has met 81% of the 7 assessment areas in benchmark 3

81%

Show details

Your previous score

Jun 2023

100%

Percentage of schools nationally meeting this benchmark

2022

38%

Benchmark 4

Linking curriculum learning to careers

Your school has met 100% of the 4 assessment areas in benchmark 4

100%

Show details

Your previous score

June 2023

100%

Percentage of schools nationally meeting this benchmark

2022

60%

Benchmark 5

Encounters with employers & employees

Your school has met 100% of the single assessment area in benchmark 5

100%

Show details

Your previous score

Jun 2023

100%

Percentage of schools nationally meeting this benchmark

2022

56%

Benchmark 6

Experiences of workplaces

Your school has met 100% of the 2 assessment areas in benchmark 6

100%

Show details

Your previous score

June 2023

80%

Percentage of schools nationally meeting this benchmark

2022

36%

Benchmark 7

Encounters with further and higher education

Your school has met 91% of the 6 assessment areas in benchmark 7

91%

Show details

Your previous score

June 2023

91%

Percentage of schools nationally meeting this benchmark

2022

33%

Benchmark 8

Personal guidance

Your school has met 95% of the 2 assessment areas in benchmark 8

95%

Show details

Your previous score

Jun 2023

75%

Percentage of schools nationally meeting this benchmark

2022

65%

Results

September 2023

Your results show how your answers compare to the 8 Gatsby Benchmarks. They can help you to identify strengths and areas for improvement.

