

## **Gatsby Benchmarks – Evaluation (October 2024)**

### **Benchmark 1: A stable careers programme**

Our careers programme can be found at <https://inclusionschool.org.uk/wp-content/uploads/2022/06/Y7-11-Employability-and-Work-Skills.pdf>

In year 7 we focus on the individual learners and their strengths and weaknesses; building into year 8 where we look at aspirations, equality and skills such as budgeting. In year 9 (linked to the World and You curriculum) we look at self esteem and confidence, and find out about the world of work and the impact of globalisation and technology. In years 10 and 11 we work towards awards and qualifications, with units including decision making, CVs, mock interviews and Independent Careers Advice and Guidance.

Year 11 learners have been entered for the Prince's Trust qualification (awaiting verification) and/or AQA awards.

[Prepare Young People for life after education with \(princes-trust.org.uk\)](https://princes-trust.org.uk)

We have improved teacher engagement in careers - thinking more about how it is incorporated into the curriculum and involving them in the evaluation process.

Our programme has been supported by a substantial offer of Work Experience at Wellington Country Park (finishing November 2024). We have now started working with Upton Park – as part of the year 10 and 11 timetable. Learners work in HR, catering, Educational team, finance, and grounds team. They help set up for weddings and banquets.

### **Benchmark 2: Learning from career and labour market information.**

Our learners benefit from direct experiences of local workplaces and careers fairs. This year learners had the chance to meet with employers at two events – one at the Apollo Hotel, and one at Inclusion College.

We are doing more to inform parents about our careers curriculum through leaflets and coffee mornings. Labour Market Information forms part of our curriculum and career guidance.

During 1:1 interviews we use information to look at trends in employment. Hampshire/B&D - data can be found at

<https://www.nomisweb.co.uk/reports/lmp/la/1946157300/report.aspx?town=basingstoke#tabempocc>.

CareerPilot/National Careers Service websites show trends in particular jobs.

Keir (Mechanical and Electrical) are coming in November 2024 to work with the whole school.

### **Benchmark 3: Addressing the needs of each pupil**

Our holistic curriculum addresses the needs of individual pupils. Our curriculum reflects the diverse needs of our learners, accommodating their needs and offering a more flexible approach to learning. Our learners are in small tutor groups where their progress is carefully monitored and shared. Our therapeutic approach gives them a chance to develop, and includes specialist support for occupational therapy, speech and language and educational psychology. Our

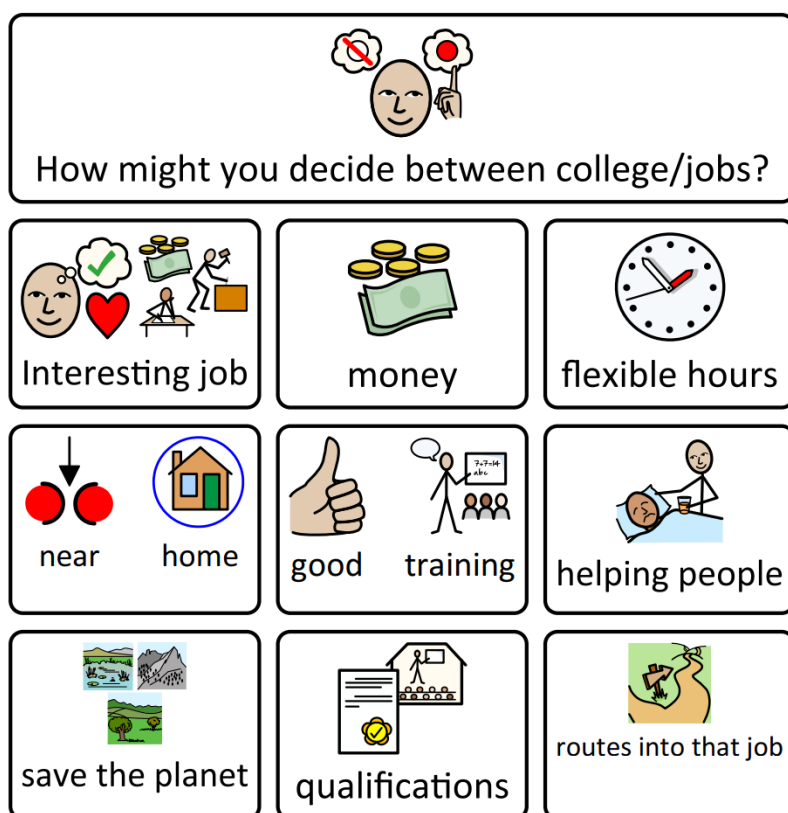
curriculum challenges stereotypes and raises aspirations. Our approach includes our lovely therapy dogs and specialist equine therapy.

We have strong transition processes, both for learners joining us and for those in Key Stage 4. On arrival we find out as much as possible about the young person, including a home visit - this will include any thoughts about future steps.

In Key Stage 4 members of staff work with each young person individually. A range of experienced staff, depending on the learner, will support with college visits, supported internships and apprenticeships and seek out the best placement for that young person. Our learners can often have preconceptions about provisions, and it is important that they are really supported to make the right choice for them - and where appropriate have a "plan B". Our support is not only about the right academic/vocational choice but considers the young person's SEN needs and other barriers. We ensure that we are aware of as many options as possible - and investigate options particular to the individual.

We share our destination data with the local authority. A member of our team tracks ex learners throughout year 12. We know they have managed to successfully maintain placements at College and in Supported Internships.

We have produced visual prompts to support our learners discussing careers options e.g.



#### Benchmark 4: Linking curriculum learning to careers

We have developed posters for Maths and English to look at how they skills are applicable in work, and careers that use Maths and English.

We have purchased some VR equipment which may also be useful in looking at careers using specific skills and knowledge.

Continue to highlight explicit curriculum learning to careers and look to embed this into schemes of learning and/or subject documents.

### **Benchmark 5: Encounters with employees and employers**

We have had both employers into talk to learners, and small groups of learners visiting employers on site. The NHS have been into talk about their roles (350+ and the range of Apprenticeships). Keir (Electrical and Mechanical) are coming in November. We have had Millers Ark in which has allowed pupils to experience working with animals (as well as our Guinea Pigs, Hamsters and therapy dog).

If appropriate we can have pupils working with a gardening and furniture projects where they get to try out new skills and work with new people.

We have met out new Enterprise Advisor who will support us thinking about preparing young people to make decisions about their next steps.

As part of Life Skills (my life at 25) we have visited Ikea and thought about job roles there. This will be continued in other retail environments.

### **Benchmark 6: Experiences of workplaces**

We work with both Wellington Country Park (not in winter) and Ufton Park to provide weekly work experience for our year 10 and 11 learners. We have visited Marwell, Pantomimes, and Living Rainforest – which have all given tasters of other work environments and provided learners with more experiences to build their social skills.

### **7. Benchmark 7: Encounters with Further and Higher education**

Our Year 10 and 11 students have had good access to information about Further Education and Apprenticeships. They have heard about NHS apprenticeships and been visited by colleges and some have received support from staff in their transition to their destination (local colleges, supported internships).

We need to find appropriate ways of discussing Sixth Forms and HE with our learners, and to do this with our younger learners.



## Careers and Cultural Capital Programme

June/July 2024	Hawk Conservancy, QMC Gaming, Gordon Brown Centre	
Sept 2024	Year 11 CEIAG, BCOT Visit,	Ongoing WEX at Welli
Oct 2024	Millers Ark visit, Hello Yellow Day	
Nov 2024	Crazy Golf, Atmosphere trampolining, Living Rainforest, Ufton Park visit Year 10 CEIAG Kier (mechanical and electrical) visiting whole school	Learner visits to colleges Ufton Park WEX
Dec 2024	Pantomime, Year 10 CEIAG,	Ufton Park WEX
Jan 2025	Ufton	
Feb 2025	Ufton	