Compass evaluations results

Compass evaluation results allow you to identify what's working well and where there's room to grow - helping your setting to meaningfully achieve the eight Gatsby Benchmarks, celebrate success and plan for future improvement.

Gatsby Benchmark	% achieved in latest evaluation
GB1 - A stable careers programme	85%
GB2 - Learning from careers and labour market information	100%
GB3 - Addressing the needs of each young person	89%
GB4 - Linking curriculum learning to careers	83%
GB5 - Encounters with employers and employees	88%
GB6 - Experiences of workplaces	100%
GB7 - Encounters with further education and higher education	83%
GB8 - Personal guidance	85%

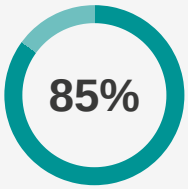
Breakdown of results

Here is a breakdown of your results by Gatsby Benchmark.

ACHIEVED IN PROGRESS NOT ACHIEVED UNSCORED

Gatsby Benchmark 1

A stable careers programme



Your setting has met **85%** of the **8 assessment areas** in Gatsby Benchmark 1.

These questions are about Gatsby Benchmark 1: A stable careers programme.

Education settings should have an embedded programme of careers education and guidance that is known and understood by learners, parents and carers, staff, governors, employers and other agencies.

Question:	Achieved?
1.1 Does your school have a trained Careers Leader?	✗
1.2 Does your school have a careers programme that aligns with the following guidelines?	
Is tailored to the needs of all pupils, including disadvantaged young people?	✓
Has the explicit backing of the board of governors?	✓
Is underpinned by learning outcomes and sequenced appropriately for your cohort of young people?	✓
Is linked to the whole school development plan?	✓
Sets out how parents and carers will be engaged with careers education?	✓
Has the explicit backing of the headteacher?	✓
1.3 Does your school publish the careers programme on the school website?	✓
1.3.1 Is the information about the careers programme on the school website communicated in ways that enable different groups to engage with it?	✓

1.4 Is the school's careers programme communicated in different formats (beyond text on the website) so that it's accessible to users with different needs?	✗
1.5 Does your school regularly evaluate the careers programme?	✓
1.5.1 In the last 12 months, have you made any changes to the careers programme as a result of past evaluations?	✓
1.6 Does evaluation of the school's careers programme take into account feedback from the following groups?	✓

Gatsby Benchmark 2

Learning from careers and labour market information



Your setting has met **100%** of the **7 assessment areas** in Gatsby Benchmark 2.

These questions are about Gatsby Benchmark 2: Learning from career and labour market information.

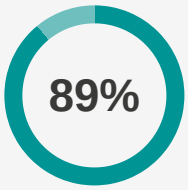
All learners, parents and carers, and also teachers and staff who support learners, should have access to good quality, up-to-date information about future pathways, study options and labour market opportunities. Young people with Special Educational Needs and Disabilities (SEND) and their parents and carers may require different or additional information. All learners will need the support of an informed adviser to make the best use of available information.

Question:	**Achieved?**
2.1 What proportion of pupils have access to information about careers, pathways and the labour market to help inform their decisions on study options and/or next steps during the Key Stages offered at your school?	
Key Stage 3	✓
Key Stage 4	✓
Key Stage 5	✓
2.2 To what extent are staff confident that pupils use this information to inform decisions on their study options and/or next steps?	✓

2.3 Which of the following statements are true of the careers, pathways and labour market information available at your school?	✓
2.4 Does your school provide parents and carers with access to information about careers, pathways, and the labour market?	✓
2.5 Does your school actively encourage and support parents and carers to have careers conversations with the young people in their care?	✓
2.6 Does your school, where appropriate, send tailored information about careers, pathways and the labour market to parents or carers of pupils with SEND?	✓
2.7 What proportion of staff (including teachers and other staff who support pupils) have access to up-to-date information about future pathways, study options, and labour market opportunities?	✓

Gatsby Benchmark 3

Addressing the needs of each young person



Your setting has met **89%** of the **11 assessment areas** in Gatsby Benchmark 3.

These questions are about Gatsby Benchmark 3: Addressing the needs of each young person.

Learners have different careers guidance needs at different stages. Careers programmes should help learners navigate their concerns about any barriers to career progression or progression pathways. In addition, opportunities should be tailored to the needs of each learner, including any additional needs of vulnerable and disadvantaged learners, young people with Special Educational Needs and Disabilities (SEND) and those who are persistently absent.

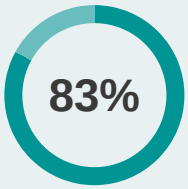
Question:	**Achieved?**

3.1 How strongly do you agree or disagree with the following statements about your school's careers programme?	
Our careers programme actively seeks to raise the aspirations of all pupils	✓
Our careers programme challenges misconceptions and stereotypical thinking (e.g., related to gender, socioeconomic status)	✓
Our careers programme showcases a diverse range of role models	✓
3.2 Does your school use alumni to support the careers programme?	✓
3.3 Does your school systematically keep accurate records of each pupil's participation in all aspects of the careers programme?	✗
3.4 Does your school systematically track the individual advice given to each pupil, including agreed actions?	✓
3.4.1 Does your school share pupil records with new education providers if pupils change providers during their time at your school?	✗
3.4.2 Does your school provide pupils with access to records of their participation in careers activities?	✓
3.4.3 Are pupils supported in using these records to make education and career choices, for example at key transition points?	✓
3.5 Does your school collect and maintain accurate data for each pupil on each of the following categories?	
Aspirations	✓
Intended destinations upon leaving school	✓
Immediate destinations upon leaving school	✓
3.6 Does your setting use the following destination data to evaluate the careers programme?	
Sustained destinations of pupils	✓
Longer-term destinations of pupils	✓
3.6.1 Does your setting use the data collected on pupils' aspirations or intended destinations to personalise the support given to each pupil?	✓

3.7 Does your setting provide personalised support to all pupils, including disadvantaged pupils and those with SEND?

Gatsby Benchmark 4

Linking curriculum learning to careers



Your setting has met **83%** of the **5 assessment areas** in Gatsby Benchmark 4.

These questions are about Gatsby Benchmark 4: Linking curriculum learning to careers.

As part of the setting's programme of careers education, all subject staff should link curriculum learning with careers, even on courses which are not specifically occupation led. Subject staff should highlight the progression routes for their subject and the relevance of knowledge and skills developed in their subject for a wide range of future career paths.

Question:	**Achieved?**
4.1 What proportion of subjects taught in your school include learning on progression routes and how the subject applies to careers and future pathways?	

4.2 During Key Stage 3 and Key Stage 4, in which of the following courses at your school is careers information included in the taught curriculum?

- English
- Maths
- Science (e.g., physics, chemistry, biology)
- Social sciences (e.g., psychology, sociology)
- Humanities (e.g., geography, history)
- Modern foreign languages
- Computer science/IT/Business
- Creative arts (e.g., art, music, drama)

4.3 During Key Stage 5, in which of the following sector subject areas is careers information included within the programme of study?

- Agriculture, Horticulture and Animal Care
- Arts, Media and Publishing
- Business, Administration and Law
- Construction, Planning and the Built Environment
- Education and Training
- Engineering and Manufacturing Technologies
- Health, Public Services and Care
- History, Philosophy and Theology
- Information and Communication Technology
- Languages, Literature and Culture
- Leisure Travel and Tourism
- Preparation for Work and Life
- Retail and Commercial Enterprises
- Science and Mathematics
- Social Sciences

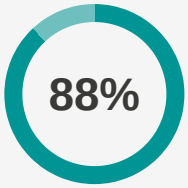
4.4 What proportion of pupils have engaged in career-related learning in all curriculum subjects?

- Year 7
- Year 8
- Year 9
- Year 10
- Year 11
- Year 12
- Year 13

4.5 What proportion of staff who support pupils have careers embedded into their continuous professional development programmes?

Gatsby Benchmark 5

Encounters with employers and employees



Your setting has met **88%** of the **3 assessment areas** in Gatsby Benchmark 5.

These questions are about Gatsby Benchmark 5: Encounters with employers and employees.

Every learner should have multiple opportunities to learn from employers about work, employment and skills that are valued in the workplace. This can be through a range of enrichment opportunities, including visiting speakers, mentoring and enterprise schemes, and could include learners' own part-time employment where it exists.

Question:	Achieved?
5.1 What proportion of your pupils experience **at least one** meaningful encounter with an employer each year they are at school?	
5.2 Which of the following statements are true of the employer encounters organised by your school?	
5.3 On average, how many encounters with an employer will your pupils have experienced in each of the following years?	

Gatsby Benchmark 6

Experiences of workplaces



Your setting has met **100%** of the **8 assessment areas** in Gatsby Benchmark 6.

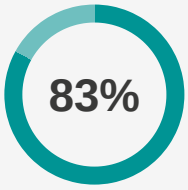
These questions are about Gatsby Benchmark 6: Experiences of workplaces.

Every learner should have first-hand experiences of workplaces to help their exploration of career opportunities and expand their networks.

Question:	Achieved?
6.1 What proportion of your pupils have **at least one** meaningful experience of a workplace during Key Stage 3?	✓
6.2 What proportion of your pupils have **at least one** meaningful experience of a workplace during Key Stage 4?	✓
6.3 During Years 12 and 13, what proportion of pupils have **at least one** meaningful experience of a workplace?	✓
6.3.1 Which of the following statements are true of the workplace experiences organised by your school?	✓
6.4 **By the end of Key Stage 3**, what proportion of pupils have completed each of the following total number of days of meaningful work experience activities?	⊖
6.5 **By the end of Key Stage 3**, what proportion of pupils eligible for free school meals have completed each of the following total number of days of meaningful work experience activities?	⊖
6.6 **By the end of Key Stage 4**, what proportion of pupils have completed each of the following total number of days of meaningful work experience placements?	⊖
6.7 **By the end of Key Stage 4**, what proportion of pupils eligible for free school meals have completed each of the following total number of days of meaningful work experience placements?	⊖

Gatsby Benchmark 7

Encounters with further education and higher education



Your setting has met **83%** of the **7 assessment areas** in Gatsby Benchmark 7.

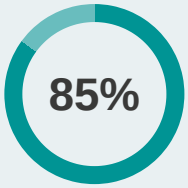
These questions are about Gatsby Benchmark 7: Encounters with further and higher education.

All learners should understand the full range of learning opportunities that are available to them, including academic, technical, and vocational routes. This should incorporate learning in schools, colleges, Independent Training Providers (ITPs), universities and in the workplace.

Question:	Achieved?
7.1 By the time they finish Key Stage 4, what proportion of pupils have had meaningful encounters with the following education providers?	
Sixth Form Colleges	✓
Further Education Colleges (including land-based colleges where appropriate)	✓
Independent Training Providers (ITPs)	✓
14-19 School based vocational providers (including studio schools and university technical colleges)	✓
Universities	✓
Other Higher Technical Education Providers (including Further Education institutions, Institutes of Technology or employers offering degree apprenticeships)	✓
7.2 What proportion of pupils who are considering applying to higher education have had **at least two** visits to a higher education provider by the age of 18?	✓
7.3 Which of the following statements are true of the encounters with further and higher education provided by your school?	✓
7.4 What proportion of pupils in Year 8 and Year 9 have had **at least two** meaningful encounters with providers of apprenticeships and technical education during Key Stage 3 study that meet the requirements of Provider Access Legislation?	⊖
7.5 What proportion of pupils in Year 10 and Year 11 have had **at least two** meaningful encounters with providers of apprenticeships and technical education during Key Stage 4 study that meet the requirements of Provider Access Legislation?	⊖
7.6 What proportion of pupils in Year 12 and Year 13 have been **offered at least two** meaningful encounters with providers of apprenticeships and technical education during Post 16 study that meet the requirements of Provider Access Legislation?	⊖
7.7 What proportion of pupils in Year 12 and year 13 have **attended at least two** meaningful encounters with providers of apprenticeships and technical education during Post 16 study that meet the requirements of Provider Access Legislation?	⊖

Gatsby Benchmark 8

Personal guidance



Your setting has met **85%** of the **7 assessment areas** in Gatsby Benchmark 8.

These questions are about Gatsby Benchmark 8: Personal guidance.

Every learner should have opportunities for guidance meetings with a careers adviser, who could be internal (a member of staff), or external, provided they are trained to an appropriate level. These meetings should be available for all learners whenever significant study or career choices are being made, and should be scheduled to meet their individual needs. The careers leader should work closely with the careers adviser, Special Educational Needs and Disabilities Co-ordinator (SENDCO) and other key staff to ensure personal guidance is effective and embedded in the careers programme.

Question:	Achieved?
8.1 What proportion of pupils have had **at least one** personal guidance meeting with a qualified careers adviser by the end of Year 11 (between Year 7 and Year 11)?	✓
8.2 What proportion of pupils have had **at least one** personal guidance meeting with a qualified careers adviser between Year 12 and Year 13?	✓
8.3 Does your school's Careers Leader work closely with a range of staff, including careers advisers, SENDCO, pastoral staff, teachers, and other support staff, to ensure personal guidance is effective and embedded in the careers programme?	✓
8.4 Is information about personal guidance support, and how to access it, communicated effectively to pupils?	✓
8.5 Is information about personal guidance support, and how to access it, communicated effectively with parents and carers, including through the school's website?	✓
8.6 Are personal guidance meetings timed to meet the needs of pupils?	✓

8.7 Are personal guidance meetings made available to pupils whenever significant career or study option decisions are being made?

