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	95%
GB3 - Addressing the needs of each young person	100%
GB4 - Linking curriculum learning to careers	92%
GB5 - Encounters with employers and employees	100%
GB6 - Experiences of workplaces	100%
GB7 - Encounters with further education and higher education	91%
GB8 - Personal guidance	100%

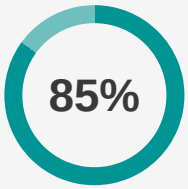
Breakdown of results

Here is a breakdown of your results by Gatsby Benchmark.

ACHIEVED IN PROGRESS NOT ACHIEVED UNSCORED

Gatsby Benchmark 1

A stable careers programme



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

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

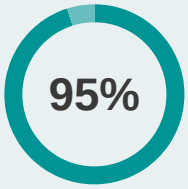
Education settings should have an embedded programme of careers education and guidance that is known and understood by learners, parents and carers, staff, governors, employers and other agencies.

Question:	Achieved?
1.1 Does your specialist setting have a trained Careers Leader?	✗
1.2 Does your specialist setting have a careers programme that aligns with the following guidelines?	
Is tailored to the needs of all learners, including disadvantaged young people?	✓
Has the explicit backing of your organisation's governance structures (where applicable)?	✓
Is underpinned by learning outcomes and sequenced appropriately for your cohort of young people?	✓
Is linked to the whole institution's 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 specialist setting publish the careers programme on its website?	✓

1.3.1 Is the information about the careers programme on your setting's website communicated in ways that enable different groups to engage with it?	✗
1.4 Is the 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 specialist setting 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 careers programme take into account feedback from the following groups?	✓

Gatsby Benchmark 2

Learning from careers and labour market information



Your institution or organisation has met **95%** of the **6 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 learners have access to careers information, or information on progression pathways, during the Key Stages offered by your specialist setting?	
Key Stage 3	✓
Key Stage 4	✓

2.2 To what extent are staff confident that learners and their parents and carers are supported to use this information to inform decisions on their career or progression pathway?	✓
2.3 Which of the following statements are true of the careers, progression pathways and labour market information available in your specialist setting?	✓
2.4 Does your specialist setting support parents and carers to access information about study options, career and progression pathways, and the labour market, where appropriate?	✓
2.5 Does your specialist setting actively encourage and support parents and carers to have careers conversations with the young people in their care?	✓
2.6 What proportion of staff (including teachers and other staff who support learners) have access to up-to-date information about transition pathways, study options, and labour market opportunities?	✓

Gatsby Benchmark 3

Addressing the needs of each young person



Your institution or organisation has met **100%** 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 the careers programme?

- Our careers programme actively seeks to raise the aspirations of all learners
- 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 specialist setting use alumni to support the careers programme?

3.3 Does your specialist setting systematically keep accurate records of each learner's participation in all aspects of the careers programme?

3.4 Does your specialist setting systematically track the individual advice given to each learner, including agreed actions?

3.4.1 Does your specialist setting share learner records with new education providers if learners change providers during their time at your specialist setting?

3.4.2 Does your specialist setting provide learners with access to records of their participation in careers activities?

3.4.3 Are learners supported in using these records to inform their next steps, for example at key transition points?

3.5 Does your specialist setting collect and maintain accurate data for each learner for each of the following categories?

- Aspirations
- Intended destinations upon leaving your specialist setting
- Immediate destinations upon leaving your specialist setting

3.6 Does your setting use the following destination data to evaluate the careers programme?

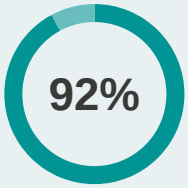
- Sustained destinations of learners
- Longer-term destinations of learners

3.6.1 Does your setting use the data collected on learners' aspirations or intended destinations to personalise the support given to each learner?

3.7 Does your setting provide personalised support to all learners?

Gatsby Benchmark 4

Linking curriculum learning to careers



Your institution or organisation has met **92%** of the **3 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 the curriculum taught in your specialist setting includes learning about careers or progression pathways?	✓
4.2 What proportion of learners have engaged in learning, as part of the curriculum, that highlights information relevant to careers or progression pathways, in the following years?	
Year 7	✓
Year 8	✓
Year 9	✓
Year 10	✓
4.3 What proportion of staff who support learners have careers and progression pathways information embedded into their continuous professional development programmes?	✓

Gatsby Benchmark 5

Encounters with employers and employees



Your institution or organisation has met **100%** 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 learners experience **at least one** meaningful encounter with an employer each year they are at your specialist setting?	✓
5.2 Which of the following statements are true of the employer encounters organised by your specialist setting?	✓
5.3 On average, how many encounters with an employer will your learners have experienced in each of the following years?	⊖

Gatsby Benchmark 6

Experiences of workplaces



Your institution or organisation has met **100%** of the **7 assessment areas** in Gatsby Benchmark 6.

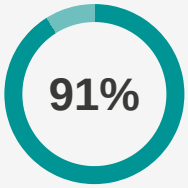
These questions are about Gatsby Benchmark 6: Experiences of workplaces.

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 learners have **at least two** meaningful experiences of workplaces by age 16?	✓
6.2.1 Which of the following statements are true of the workplace experiences organised by your specialist setting?	✓
6.3 In alignment with the Government's vision for all learners to complete two weeks' worth of work experience by the end of Key Stage 4, approximately what proportion of learners have accessed a variety of meaningful work experience activities (totalling the following number of days) **by the end of Key Stage 3**?	⊖
6.4 In alignment with the Government's vision for all learners to complete two weeks' worth of work experience by the end of Key Stage 4, approximately what proportion of **learners eligible for free school meals** have accessed a variety of meaningful work experience activities (totalling the following number of days) **by the end of Key Stage 3**?	⊖
6.5 In alignment with the Government's vision for all learners to complete two weeks' worth of work experience by the end of Key Stage 4, approximately what proportion of learners have accessed meaningful work experience placements (totalling the following number of days) **by the end of Key Stage 4**?	⊖
6.6 In alignment with the Government's vision for all learners to complete two weeks' worth of work experience by the end of Key Stage 4, approximately what proportion of **learners eligible for free school meals** have accessed meaningful work experience placements (totalling the following number of days) **by the end of Key Stage 4**?	⊖

Gatsby Benchmark 7

Encounters with further education and higher education



Your institution or organisation has met **91%** of the **11 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 leave your specialist setting, what proportion of learners have had meaningful encounters with the following education and transition providers?	
Inclusive apprenticeships	✓
Supported internships	✓
Sixth Form Colleges	✓
Further Education Colleges (including land-based colleges where appropriate)	✓
Independent Training Providers (ITPs)	✓
14-19 School based vocational providers such as studio schools and university technical colleges	✓
Higher Education Providers (including universities, Institutes of Technology or employers offering degree apprenticeships)	✓
Adult day care provision	✓
7.2 By the time they leave your specialist setting, what proportion of learners will have had meaningful encounters with an appropriate range of further and higher education providers?	✓
7.3 What proportion of learners who are considering applying to higher education have had **at least two** visits to a higher education provider by the age of 18?	✗

7.3.1 Which of the following statements are true of the encounters with career or progression pathway providers provided by your specialist setting?	✓
7.4 What proportion of learners 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 learners 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?	⊖
7.8 What proportion of learners of the year group which most recently completed the 'first key phase' (period covering 1st September in Year 8 to 28th February in Year 9) as defined in Provider Access Legislation had **at least two** encounters that met the requirements of Provider Access Legislation within that key phase?	⊖
7.9 What proportion of learners of the year group which most recently completed the 'second key phase' (period covering 1st September in Year 10 to 28th February in Year 11) as defined in the updated Provider Access Legislation had **at least two** encounters that met the requirements of Provider Access Legislation within that key phase?	⊖

Gatsby Benchmark 8

Personal guidance



Your institution or organisation has met **100%** 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 learners have had **at least one** personal guidance meeting with a qualified careers adviser by the time they leave your specialist setting?	✓
8.2 Does your specialist setting provide personalised careers guidance meetings for all learners?	✓
8.3 Does the 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 learners?	✓
8.5 Is information about personal guidance support, and how to access it, communicated effectively with parents and carers, including through the setting's website?	✓
8.6 Are personal guidance meetings timed to meet the needs of learners?	✓
8.7 Are personal guidance meetings made available to learners at key transition points?	✓