

CEIAG Impact 2024-2025

Gatsby Benchmark		Autumn term 2022 Compass+ Evaluation		Spring term 2023 Compass+ Evaluation		Summer term 2023 Compass+ Evaluation		Autumn term 2023 Compass+ Evaluation		Spring term 2024 Compass+ Evaluation		Summer term 2024 Compass+ Evaluation		Autumn term 2024 Compass+ Evaluation		Spring term 2025 Compass+ Evaluation		Summer term 2025 Compass+ Evaluation	
		National	Compass	National	Compass	National	Compass	National	Compass	National	Compass	National	Compass	National	Compass	National	Compass	National	Compass
GM1 A stable careers programme	Every school and college should have an embedded programme of career education and guidance that is known and understood by pupils, parents, teachers, governors and employers.	43%	76%	43%	82%	43%	100%	43%	88%	66%	88%	66%	100%	69%	100%	69%	100%	69%	100%
GM2 Learning from career and labour market information	Every pupil, and their parents, should have access to good quality information about future study options and labour market opportunities. They will need the support of an informed adviser to make best use of available information	66%	100%	66%	100%	66%	100%	66%	100%	81%	100%	81%	100%	85%	100%	85%	100%	85%	100%
GM3 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. A school's careers programme should embed equality and diversity considerations throughout.	38%	81%	38%	90%	38%	100%	38%	100%	54%	100%	54%	100%	62%	100%	62%	100%	62%	100%
GM4 Linking curriculum learning to careers	All teachers should link curriculum learning with careers. STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths	60%	100%	60%	100%	60%	100%	60%	100%	76%	100%	76%	100%	82%	100%	82%	100%	82%	100%
GM5 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. This can be through a range of enrichment activities including visiting speakers, mentoring and enterprise schemes.	60%	100%	56%	100%	56%	100%	56%	100%	80%	100%	80%	100%	87%	100%	87%	100%	87%	100%
GM6 Experiences of workplaces	Every pupil should have first-hand experiences of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities, and expand their networks.	36%	50%	36%	100%	36%	100%	36%	50%	64%	100%	64%	100%	74%	100%	74%	100%	74%	100%
GM7 Encounters with further and higher education	All pupils should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace	33%	62%	33%	100%	33%	100%	33%	100%	52%	81%	53%	100%	60%	100%	60%	100%	60%	100%
GM8 Personal guidance	All pupils should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace	65%	0%	65%	100%	65%	100%	75%	100%	75%	100%	75%	100%	78%	100%	78%	100%	78%	100%

The impact of a careers programme at Compass School can be profound, influencing the academic, personal, and professional development of the pupils. A well-designed careers programme tailored to the unique needs of Compass pupils can have several positive effects:

- **Increased Aspiration and Motivation:** Exposure to diverse career opportunities and pathways inspires Compass pupils to set higher aspirations for themselves. Understanding the relevance of education to future employment enhances pupils' motivation to succeed academically.
- **Improved Engagement in Learning:** A meaningful careers programme makes learning more relevant and engaging for Compass pupils, connecting classroom learning to real-world applications and potential careers, pupils may become more invested in their education.
- **Enhanced Decision-Making Skills:** A well-structured careers programme provides pupils with the tools to make informed decisions about their future. This includes understanding their own interests, skills, and values, as well as exploring various career options.
- **Preparation for Post 16 transition:** Compass pupils often face unique challenges during transitions. A robust careers programme helps prepare them for the transition from school to further education, training, or employment, providing the necessary skills and knowledge.
- **Increased Awareness of Opportunities:** Many Compass pupils may not be aware of the wide range of career possibilities available to them and a comprehensive careers programme can expose pupils to a range of industries, professions, and vocational pathways, broadening their perspectives.
- **Development of Employability Skills:** Our careers programme focusses on developing essential employability skills such as communication, teamwork, problem-solving, and time management. These skills are valuable not only for future employment but also for personal development.
- **Building Confidence and Self-Efficacy:** Success in career-related activities, such as work placements, mentoring, or skills development, contributes to increased confidence and self-efficacy among Compass pupils. This, in turn, positively impacts their overall well-being.
- **Establishing Partnerships with Employers:** Collaborating with local employers and industry professionals through the careers programme can create opportunities for work experience, mentoring, and networking. This connection to the local community enhances the relevance of education to future employment.
- **Reduction in NEET (Not in Education, Employment, or Training) Rates:** A well-executed careers programme can contribute to a decrease in the number of pupils who become NEET after leaving Compass. By preparing pupils for post-school life, the programme aims to increase the likelihood of successful transitions.
- **Long-Term Positive Life Outcomes:** The impact of the careers programme at Compass School extends beyond immediate educational goals. It can contribute to positive life outcomes by empowering pupils to make informed choices, pursue fulfilling careers, and lead successful, independent lives

The impact assessment of careers education, information, advice, and guidance (CEIAG) at Compass School against the Gatsby benchmarks involves several steps:

- **Data Collection:** Gather data on various aspects of CEIAG provision at Compass School, including activities, resources, pupil engagement, and outcomes. This may include surveys, interviews, observation notes, and analysis of relevant documents and records.
- **Data Analysis:** Analyse the data collected to assess the impact of CEIAG provision at Compass School against the Gatsby benchmarks. Look for patterns, trends, and correlations that provide insights into the effectiveness of different aspects of the programme.
- **Align Data with Benchmarks:** Evaluate how each aspect of CEIAG provision aligns with the Gatsby benchmarks. Identify strengths and areas for improvement in relation to each benchmark.
- **Benchmark Assessment:** Assess the extent to which Compass School meets each Gatsby benchmark based on the collected data. Use a rating scale or rubric to quantify the level of achievement for each benchmark.
- **Identify Impact Indicators:** Determine specific indicators or metrics to measure the impact of CEIAG provision on pupils' outcomes and experiences. This may include measures such as pupil aspirations, career knowledge, work experience participation, destination data, and pupil feedback.
- **Data Analysis:** Analyse the data collected to assess the impact of CEIAG provision at Compass School against the Gatsby benchmarks. Look for patterns, trends, and correlations that provide insights into the effectiveness of different aspects of the programme.
- **Action Planning:** Develop an action plan to address any identified areas for improvement and enhance the impact of CEIAG provision at Compass School. Set specific goals, actions, and timelines for implementing changes and monitoring progress.
- **Continuous Evaluation:** Establish mechanisms for ongoing evaluation and monitoring of CEIAG provision to ensure continuous improvement over time. Regularly review progress against the Gatsby benchmarks and adjust strategies as needed alongside ensuring the action plan articulates the alignment between CEIAG provision and the Gatsby benchmarks, highlight areas of success, and identify areas for improvement.
- **Stakeholder Engagement:** Involve relevant stakeholders, including pupils, parents, staff, employers, and external partners, in the impact assessment process. Seek their input, feedback, and collaboration to enhance the effectiveness and relevance of CEIAG provision.