

Introduction

This insight briefing shares headlines about careers provision in England from the Academic Year 2022/23. Findings are based on a national dataset of 4,534 state-funded secondary schools and colleges (91% of providers) who completed [Compass](#) – a self-assessment tool – and reviewed their provision against the [eight Gatsby Benchmarks](#), which define what world class careers provision in education looks like. The full data, including sub-benchmark results and trend data, are published [here](#).

Compass datasets are based on Careers Leaders' evaluation of careers provision in response to specific questions. Guidance, training and resources are provided to support the use of Compass and use of this tool is voluntary. The goal is to promote continuous school and college-led improvement. The Careers & Enterprise Company, as the national body for careers education, tracks national and regional progress against the Gatsby Benchmarks. This insight is shared publicly to inform policy and practice.

5.5 out of 8

Average number of Gatsby Benchmarks across state-funded schools and colleges (4.9 in 2021/22)

5.8

Most disadvantaged schools get more benchmarks than average (5.7)

6.0

Benchmarks achieved by schools in Careers Hubs the longest compared to 3.2 for those not in a Hub

1 in 4

Careers hubs achieved 6 or more benchmarks

4,534

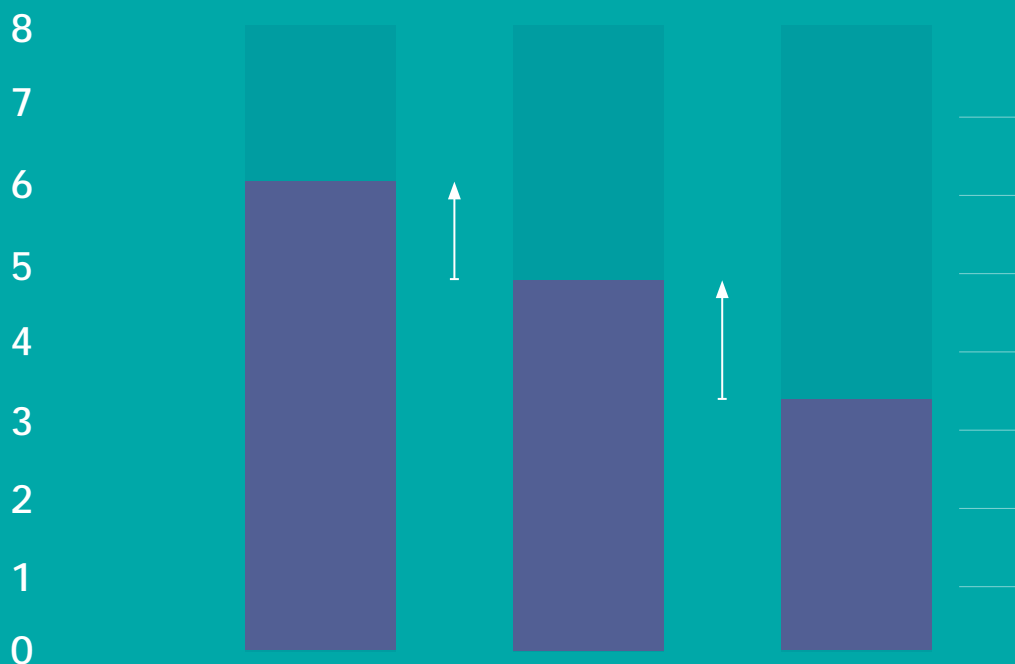
Schools and colleges in England

Careers education is having more impact on the most disadvantaged schools, with more provision on Benchmarks 7 and 8.

- When comparing the subset of 2,266 schools that completed Compass in 2018/19 and 2022/23, those with the largest proportion of young people from economically disadvantaged backgrounds¹ still achieved slightly more benchmarks than the average mainstream school and made the same progress over time (an increase of 2.6 benchmarks), despite facing more barriers.
- Disadvantage was associated with stronger provision on Benchmark 7 (56% for the most economically disadvantaged quartile compared to 47% for the least) and Benchmark 8 (82% compared to 67%).

Sustained engagement with Careers Hubs and having a trained Careers Leader were both associated with higher benchmark scores.

- Over 90% of schools and colleges have now joined Careers Hubs and this is associated with higher benchmark performance for the institutions they support. Those in Hubs the longest achieve on average six benchmarks.
- Institutions that have been in a Careers Hub since 2020 also achieve close to six benchmarks. Those that joined in 2022 significantly outperform those not in a hub (4.8 vs 3.2). This suggests new joiners to Careers Hubs benefit quickly (taking around three years to achieve top performance levels) and longer-term membership maintains good performance against the Gatsby Benchmarks.
- Institutions in a Careers Hub with a trained Careers Leader (N=2,094) achieved more benchmarks on average (5.7) than those in a Careers Hub without a trained Careers Leader (N=2,337, 5.3 benchmarks). This combination significantly outperformed those without a trained Careers Leader and not in a hub (N = 54, 3.1 benchmarks)².



Good progress continued with embedding careers learning across the curriculum (Benchmark 4).

- Overall performance on embedding careers learning in the curriculum improved, with all institutions rising to 76% - a 6%pts increase from 2021/22.
- In 93% of mainstream schools³, the majority of students (76%+) were provided with education that emphasised the importance of personal, social, health and economic education (PSHE) to their future career paths; 84% for science, 81% for English and 80% for Maths.
- 95% of colleges ensured that the majority of learners (76%+) experienced curriculum learning that highlighted the relevance of their subject for future career paths and were made aware of the importance of English (93%) and Maths (92%).
- 93% of special schools ensured that the majority of students experienced person-centred curriculum learning highlighting the relevance of PSHE to future career paths, along with 85% for English, 84% for Maths and 76% for science.

More students are experiencing workplaces (Benchmark 6).

Overall performance on experiences of workplaces improved by 12%pts from 2021/22, to 64% on average for all schools and colleges.

77% of schools reported the majority of their students had experience of workplaces in year 12 or year 13 (12%pts increase from 2021/22); 68% reported that the majority of students had experience of the workplace by the end of Y11 (12%pts increase from 2021/22).

73% of special schools (10%pts increase from 2021/22) reported that the majority of students (for whom appropriate) had experienced a workplace by the end of Y11. This rose to 87% for students during year 12, year 13 or above (5%pts increase from 2021/22)

Addressing the needs of each pupil (Benchmark 3) and encounters with further and higher education (Benchmark 7) both showed improvement, with opportunities to go further.

- While schools and colleges saw improvements in all benchmarks compared to 2021/22, benchmarks 3 (54%) and 7 (52%) were more difficult to achieve, reflecting barriers to overcome. Within Benchmark 3, 97% of schools had a careers programme that actively seeks to raise the aspirations of all students. However, schools continued to find it harder to collect and maintain data for each pupil on their destinations for three years after leaving (69%, up 3%pts on 2021/22).
- Within Benchmark 7, 92% of schools reported that most students (76%+) had information about the full range of apprenticeships (up 2%pts in 2021/22). This compared to 78% for special schools (up 4%pts since 2021/22). However, schools had most difficulty ensuring the majority of students had at least 2 visits to higher education providers (58%, up 5%pts from 2021/22), compared to 70% for special schools.
- 69% of schools reported that most students (76%+) had been provided with meaningful encounters with Independent Training Providers (up 9%pts in 2021/22). This was higher in special schools and alternative provision (90%), an increase of 22%pts from the previous year.

The provision of 1-1 personal guidance in schools rose across all institutions (Benchmark 8).

- Overall performance on personal guidance improved by 4%pts from 2021/22, up from 71% to 75%.
- 86% of schools reported that most students had an interview by the end of Year 11 (up from 85% the previous year), compared to 71% of special schools (up 6%pts from 2021/22). 71% of mainstream schools provided an additional interview by the end of Year 13 (up from 66% the previous year), compared to 66% of special schools (up 7%pts from 2021/22).
- The proportion of 1-1 interviews to the majority of students has continued to rise significantly from 2021/22. It continues to be higher than the proportion of 1-1 interviews to the majority of students in the previous year (44%, a 4%pts increase from 2021/22).



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Gatsby Benchmarks for Good Careers Guar

