



Data-Informed Provision

Turning Insight into Impact

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Session Aim

To help Career Leaders **move from:**

activity-led careers programmes → impact-driven provision,
using data from school sources & Compass+ aligned tools.

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Data-informed provision is about moving from:

‘We did...’ To ‘This is the impact it had’”

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How do you know your careers programme is working?

Not... what you delivered.
Not... how many events you ran.

But...

What difference is it making to your learners?

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What is data informed provision?

“Data-informed provision means: using evidence to plan, using insight to adapt & using outcomes to measure impact”

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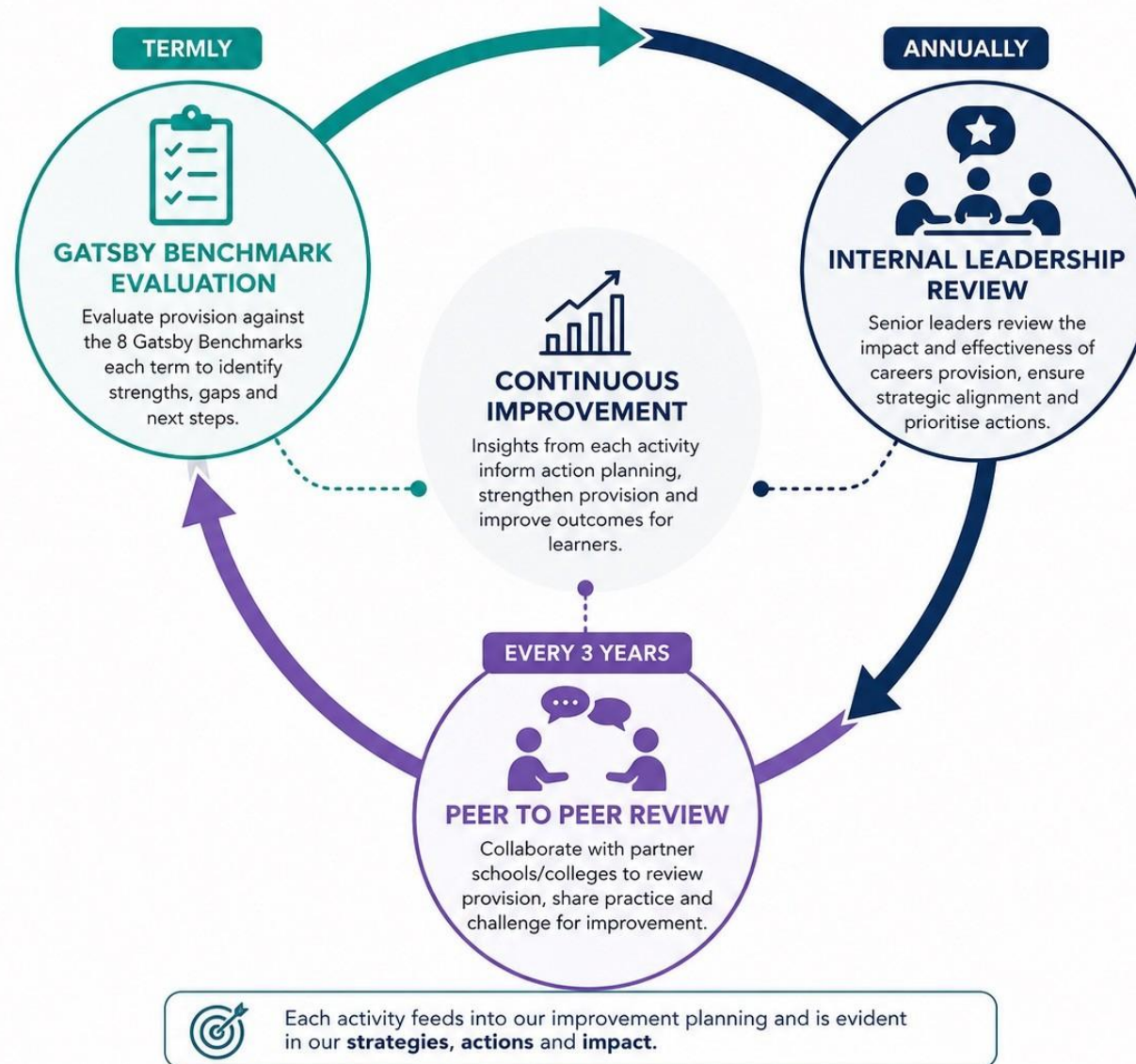
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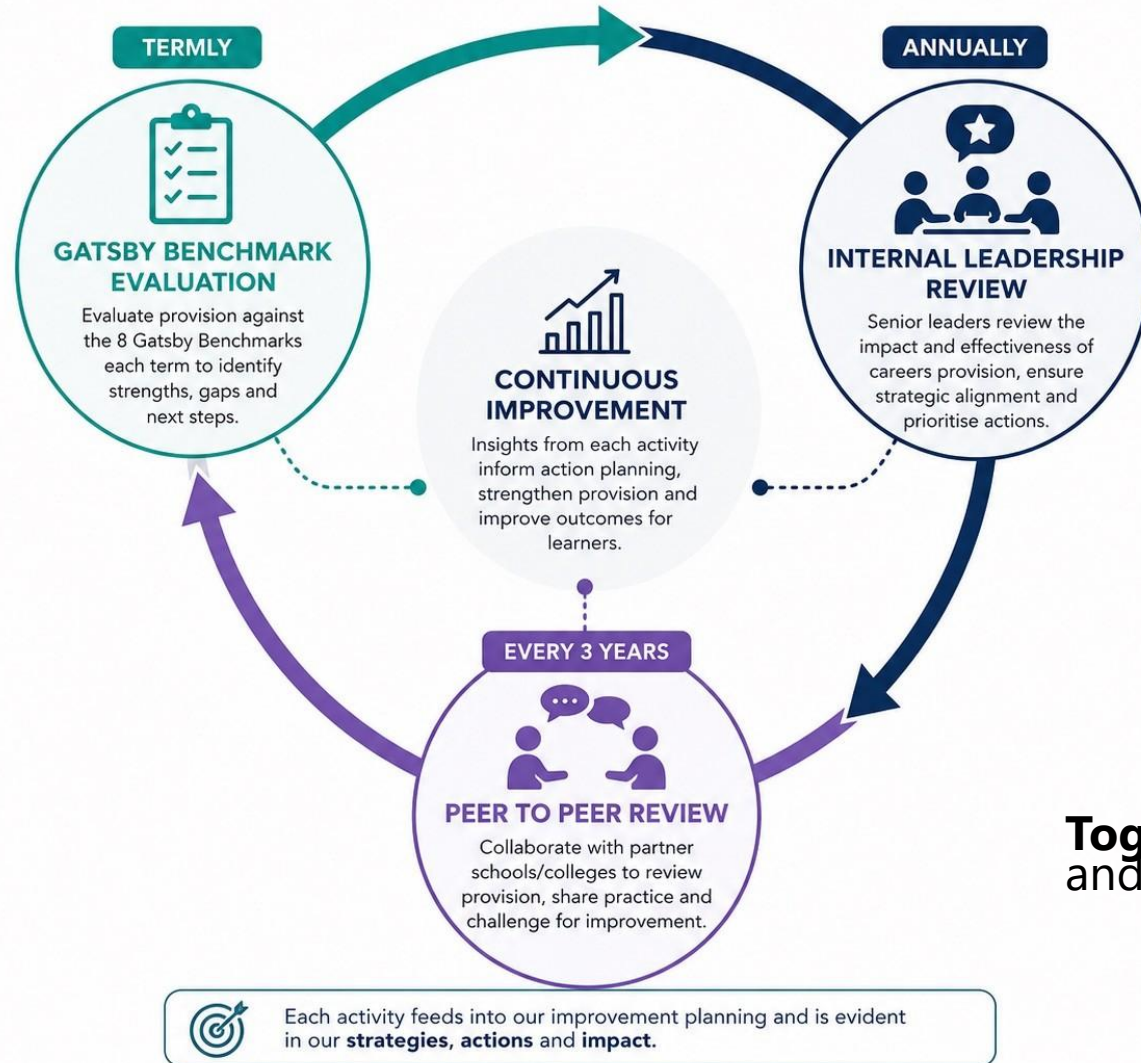
CAREERS PROVISION EVALUATIVE CYCLE

A continuous cycle of reflection, evaluation and improvement to strengthen careers provision for all learners.



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Evaluation summary

Termly-Gatsby Benchmark Evaluation:

Provides a national framework view, identifying strengths and gaps against best practice

Annually-Internal Leadership Review: Gives detailed, context-specific insight into implementation, impact and priorities

3 yearly-Peer-to-Peer Review: Offers external validation and challenge, building on internal findings to refine next steps.

Together: a balanced view combining compliance, context and external perspective to inform strategic improvement

1.1 Careers leadership and distributed leadership of careers	Careers Impact Maturity Model There is a named Careers Leader.	There is a named Careers Leader who has completed – or is in the process of completing – appropriate Career Leader training. Their role, responsibilities, and structure, to fit the school or special school.	Leadership of careers includes a trained Careers Leader with line management at senior leadership level.	Careers leadership is supported with specific training and embedded across the staffing structure and within school or special school development planning. Systems and processes support a shared vision for delivery of careers provision in school or special school, with clearly defined roles and responsibilities.
1.2 Leaders' vision and intent for careers	There is a school or special school vision that refers to preparing learners for their future.	The school or special school includes specific reference to preparing learners for their future. The vision for careers development are shared with the senior leadership team.	Provides a shared language of how careers can be positioned as a driver for school, special school and college improvement	
1.3 Strategic careers planning	There is a careers development plan.	There is a plan that ensures continuous provision.	Prioritises a focus on the elements of Careers Leadership that support maturity	
1.4 Strategic leadership of careers	Careers is discussed with the senior leadership team on an ongoing basis.	Oversight of careers is led by a member of the senior leadership team, with clear responsibilities.	Oversight of careers is led by a member of the senior leadership team. Progress of the provision is monitored.	Strategic careers planning and impact evaluation is led by a member of the senior leadership team and is embedded in the school or special school development plan.

Careers Impact maturity model

Language of the columns – what do we notice?

➤ Generally represents indicators of a **standalone** provision with ad hoc activity that may of course bring value yet potentially more from happenstance than design.

➤ Represents indicators of intentional provision with conscious decision making, moving towards a more **strategic** and **progressive** provision that has elements of continuous improvement

➤ Starts to move into a **whole school, special school or college approach** that is more **responsive to data and cohort needs...** leading to **stability** and **sustainability** of provision

➤ Is where careers is a **golden thread** to school, special school and college improvement...where careers is hardwired as **part of the solution** to the key strategic priorities of the institution



Theme 2

Addressing the needs of all learners and impact evaluation (Benchmarks 1 and 3)

2.2 Addressing the needs of all learners	Data and information about vulnerable and targeted groups/learners (e.g. those at risk of under achievement, disengagement, and/or NEET, LAC, FSM, or higher ability learners) is shared with the Careers Leader.	Data and information about vulnerable and targeted groups/learners is used by the Careers Leader to personalise careers guidance provision.	Data and information about vulnerable and targeted groups and cohort level attendance, behaviour, progress data, FSQ and the RONI are analysed by relevant colleagues (e.g. SENCo, Careers Leader, designated teacher and pastoral leads, etc.) to differentiate careers-related learning, personal careers guidance, encounters with employers and workplace experiences.	There is evidence of impact-led and data-driven differentiated careers education, advice and guidance for identified vulnerable cohorts. Impact evaluation of intervention and support for vulnerable groups/learners informs whole school or special school development planning and reporting.
2.3 Effective use of recording systems	Recording systems (e.g. Compass+) are used to capture careers activities and to track intended and actual destinations.	Recording systems are regularly updated to: - record and evaluate activities - record intended and actual destinations data for all learners.	Up-to-date information from recording systems and related data on all learners is used by the Careers Leader and senior leaders to measure impact of the careers provision and to inform continuous improvement and planning of careers.	Up-to-date information from recording systems and related data on all learners is used by Careers Leader, the senior leadership team and governors to measure progress of the strategic careers development plan against objectives, to inform continuous improvement and to inform evaluation and reporting.

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How the data can be used:

Shape curriculum & enrichment

Align programmes with future skills, employer needs, and student interests

Target support & interventions

Identify groups needing additional guidance, employability skills, or careers education

Inform careers strategy & Gatsby Benchmarks

Strengthen personal guidance, employer engagement, and encounters with workplaces

Enhance employer partnerships

Match opportunities (placements, projects, talks) to student demand and skills gaps

Monitor impact over time

Track progress in skills development and evaluate effectiveness of provision



Your Child's Future (YCF)

Developed by the **Careers & Enterprise Company** with support from the **Gatsby Foundation**. Helps schools understand **parents' and carers' knowledge, confidence and awareness** of careers. Provides insights to shape **more responsive and effective careers programmes**

What YCF Explores

Confidence in **talking to young people about careers**

Awareness of **post-16 and post-18 pathways**

Understanding of the **school or college careers programme**

Why It Matters

Parents and carers are **key influencers** in career decision-making

Supports stronger **parental engagement in careers education**

Aligns with **updated Gatsby Benchmarks** emphasising parent/carer involvement

Helps schools **target communication and improve impact**

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Reflection

How well are we **using the data we already have?**

What **data are we not using yet** that could add value?

How effectively do we **target groups and individuals?**

How do we **measure and evidence impact?**

How is data shaping our **strategic careers plan?**

Who do we need to **involve** in the conversations?

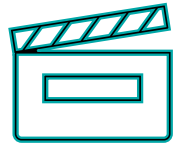
Data Sources & Tools



What sources
of data are
available to
you?



What
Compass+
tools could
help you?



Turning data
into actions
What are you
going to do?



Who do you
need to
involve or
need help
from?



Who are your
different
stakeholders?

Distributed Leadership of Careers- Making it work

Senior Leadership &
Governors

Pastoral Team

SENDSCO

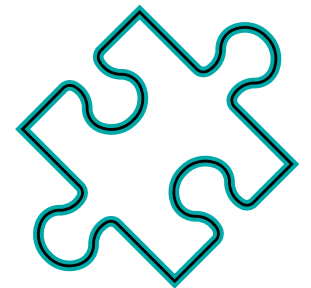
Heads of Year

Curriculum Staff

Attendance &
Behaviour

DSL & Designated
Teacher

Admin Staff-
Admissions



OnTrack+

OnTrack+ will allow schools to **identify, prioritise and manage activities** for learners who require enhanced intervention to help prevent them from becoming NEET.

The objective of the tool is to provide the basis for early intervention from KS3 against disengagements and ultimately NEET outcomes.

The identification process works by using:

- **Automatic indicators** - Generated from the learner data shared with Compass+ from your MIS (e.g., FSM, pupil premium). These produce a statistically valid prediction.
- **Manual indicators** - Optional and must be entered and managed by the school (e.g., multiple school moves, young carer).

COMPASS+
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The screenshot displays the OnTrack+ web interface. At the top, there are tabs for 'Manage OnTrack+ Record' and 'Reports'. Below these, a search bar is labeled 'Search in 135 records...'. To the right of the search bar are buttons for 'Reset Filters', 'Create Custom Group', and 'Download report'. Below the search bar, there is a section for 'Show columns (21) Select all'. This section contains several categories of indicators: 'PERSONAL INFORMATION' (UPN, Date of Birth, Year Group, Form Group), 'INDICATORS' (Indicators, Indicators movement since), 'INTERVENTION FLAGS' (Flag for intervention, Previously unflagged for intervention, Last reason(s) given for being unflagged, Interventions contributed to last unflagging), 'AUTOMATIC INDICATORS' (Persistent absence, Persistent lateness, Free school meals, Pupil premium, EHCP, SEN, IDAC), and 'MANUAL INDICATORS' (Multiple school moves, Suspension, Young carer, Academic achievement below standard, Looked after child). Below these categories is a table with columns for 'OnTrack+ Actions', 'Last Name', 'First Name', 'Year Group', and 'Indicators'. The table shows one record for 'Adams, Dominic' in 'Year 9' with '5' indicators. A 'View profile' link is next to the 'OnTrack+ Actions' column.

OnTrack+ Actions	Last Name	First Name	Year Group	Indicators
View profile	Adams	Dominic	Year 9	5

Users can illustrate the group through reporting and export functions, manage interventions at the group or individual level, and track the effectiveness of interventions with young people by reassessing their OnTrack+ outputs and FSQ use.



Future Skills Questionnaire – Value & Impact

What it provides for an institution:

Insight into student aspirations – career interests, pathways, and ambitions

Assessment of skills gaps – identifies strengths and areas for development (e.g. digital, communication, problem-solving)

Understanding of awareness levels – knowledge of labour market, careers, and progression routes

Student voice at scale – captures views across cohorts to inform strategic planning

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Role of Compass+

Need

Personalisation

Accountability

Inclusion

Compliance

Impact

Compass+ Supports

Learner-level tracking

Benchmark & activity reporting

Group filtering (SEND, disadvantaged)

Provider encounter logs

FSQ + destinations tracking

Impact

Targeted interventions

Strong Ofsted evidence

Equitable provision

Baker Clause assurance

Data-driven evaluation





Outcome:

- ✓ More responsive provision
- ✓ Improved student readiness for future pathways
- ✓ Better alignment between education, skills, and labour market needs





Checklist

From the updated guidance you should be:

Using data to drive improvement

You should be able to show:

- Destination outcomes
- Student aspirations
- Programme impact

Ofsted link: Leadership (Impact and evaluation)

