

URN:	101970	Institution Opportunity Area:	–
Partner:	London	Burberry:	No
Date institution joined the network:	01-10-2020	Heathrow:	Yes
Is it currently 1-2-1 matched:	Yes	National Grid:	No
CEC institution type:	SEND	Compass+ on boarding status:	Moved to compass+
Institution HUB:	London (West)	Compass+ date of last on boarding status change:	24-04-2023

Latest whole Compass completion (19-02-2024)

■ Benchmark 1	100%
<i>Does your school have a careers programme that: - Is written down?</i>	Yes
<i>Does your school have a careers programme that: - Is approved by the board of governors?</i>	Yes
<i>Does your school have a careers programme that: - Has the explicit backing of senior leadership?</i>	Yes
<i>Does your school have a careers programme that: - Has resources/funding allocated to it?</i>	Yes
<i>Does your school have a careers programme that: - Is regularly monitored?</i>	Yes
<i>Does your school have a careers programme that: - Has both strategic and operational elements?</i>	Yes
<i>Does your school publish its careers programme on its website?</i>	Yes
<i>Is there information on your website about the careers programme aimed specifically at: - Students?</i>	Yes
<i>Is there information on your website about the careers programme aimed specifically at: - Teachers?</i>	Yes
<i>Is there information on your website about the careers programme aimed specifically at: - Employers?</i>	Yes
<i>Is there information on your website about the careers programme aimed specifically at: - Parents/carers?</i>	Yes

Does your school evaluate the effectiveness of its careers programme at least every three years? **Yes**

Does the evaluation of your careers programme take into account feedback from: - Students? **Yes**

Does the evaluation of your careers programme take into account feedback from: - Teachers? **Yes**

Does the evaluation of your careers programme take into account feedback from: - Employers? **Yes**

Does the evaluation of your careers programme take into account feedback from: - Parents and carers? **Yes**

Does your school have a lead person with strategic responsibility for overseeing your schools' careers programme? **Yes**

■ Benchmark 2 **100%**

Approximately what proportion of students have been provided with or have been supported to use up-to-date information about appropriate career or progression paths and the labour market, (this may include awareness of 'the local offer'), by: - the age of 14 **Overwhelming Majority (76-99%)**

Approximately what proportion of students have been provided with or have been supported to use up-to-date information about appropriate career or progression paths and the labour market, (this may include awareness of 'the local offer'), by: - the age of 16 **I don't know**

Approximately what proportion of students have been provided with or have been supported to use up-to-date information about appropriate career or progression paths and the labour market, (this may include awareness of 'the local offer'), by: - the age of 18 **I don't know**

Approximately what proportion of students have been provided with or have been supported to use up-to-date information about appropriate career or progression paths and the labour market, (this may include awareness of 'the local offer'), by: - above the age of 18 **I don't know**

Does your school encourage and support parents and carers to access and use up-to-date information about the labour market, future study options and career or transition pathways to inform the support they give to their children? **Yes**

■ Benchmark 3 **100%**

How strongly do you agree or disagree that your school's careers programme addresses the following issues? - It actively seeks to raise the aspirations of all students **5**

How strongly do you agree or disagree that your school's careers programme addresses the following issues? - It challenges stereotypical thinking (in terms of gender, etc.) **5**

Keep systematic records on each pupil's experiences of career and enterprise activities and decisions on future pathways? **Yes**

Enable pupils and parents/carers/families to have access to accurate records about their own career and enterprise activities and decisions on future pathways? **Yes**

Collect and maintain accurate data for each pupil on their destinations for 3 years after they leave your school (whenever that may be)? **Yes**

Share accurate and timely data with the local authority on pupil transitions and destinations? **Yes**

Work pro-actively with the local authority and careers advisers around the careers guidance and progression of students? **Yes**

■ Benchmark 4 **100%**

By the time they leave school, approximately what proportion of students have experienced person-centred curriculum learning that highlights the relevance of subjects and programmes to future career or progression paths? - English (including functional English) Select an approximate percentage **All (100%)**

By the time they leave school, approximately what proportion of students have experienced person-centred curriculum learning that highlights the relevance of subjects and programmes to future career or progression paths? - Maths (including functional Maths) Select an approximate percentage **All (100%)**

By the time they leave school, approximately what proportion of students have experienced person-centred curriculum learning that highlights the relevance of subjects and programmes to future career or progression paths? - Science (accredited or non-accredited learning) Select an approximate percentage **Overwhelming Majority (76-99%)**

By the time they leave school, approximately what proportion of students have experienced person-centred curriculum learning that highlights the relevance of subjects and programmes to future career or progression paths? - PSHE (including for example Life skills, Soft Skills, Personal and/or Social Development, Independent Travel support) Select an approximate percentage **All (100%)**

■ Benchmark 5 **100%**

For whom it is deemed appropriate, what proportion of your students have at least one encounter with an employer every year they are at school? **All (100%)**

■ Benchmark 6 **100%**

For whom it is deemed appropriate, approximately what proportion of students have had an experience of a workplace or community-based settings by the end of Year 11? **All (100%)**

For whom it is deemed appropriate, during Years 12, 13 and for students still attending above year 13, what proportion of students have an experience of a workplace or community-based settings? **All (100%)**

■ Benchmark 7 **100%**

By the time they leave school, approximately what proportion of students, for whom it is deemed appropriate, have been supported to have the following experiences: - For whom it is deemed appropriate, meaningful encounters with Sixth Form Colleges?	Overwhelming Majority (76-99%)
By the time they leave school, approximately what proportion of students, for whom it is deemed appropriate, have been supported to have the following experiences: - For whom it is deemed appropriate, information about the full range of supported internships, internships, traineeships and supported or inclusive apprenticeships, apprenticeships?	All (100%)
By the time they leave school, approximately what proportion of students, for whom it is deemed appropriate, have been supported to have the following experiences: - For whom it is deemed appropriate, meaningful encounters with Further Education Colleges?	All (100%)
By the time they leave school, approximately what proportion of students, for whom it is deemed appropriate, have been supported to have the following experiences: - For whom it is deemed appropriate, meaningful encounters with Independent Training Providers or other progression providers?	All (100%)
By the time they leave school, approximately what proportion of students, for whom it is deemed appropriate, have been supported to have the following experiences: - For whom it is deemed appropriate, meaningful encounters with Higher Education providers?	
By the time they leave school, approximately what proportion of students, for whom it is deemed appropriate, have been supported to have the following experiences: - For whom it is deemed appropriate, at least two visits to a Higher Education provider?	
What proportion of students in Year 8/9 have had at least two meaningful encounters with providers of apprenticeships and technical education during KS3 phase that meet the requirements of PAL?The answer to this question does not count towards your score	Overwhelming majority (76-90%)
What proportion of students in Year 10/11 have had at least two meaningful encounters with providers of apprenticeships and technical education during KS4 phase that meet the requirements of PAL?The answer to this question does not count towards your score	All or nearly all (91-100%)
What proportion of students in Year 12/13 have been offered at least two meaningful encounters with providers of apprenticeships and technical education during KS5 that meet the requirements of PAL?The answer to this question does not count towards your score	All or nearly all (91-100%)
What proportion of students in Year 12/13 have attended at least two meaningful encounters with providers of apprenticeships and technical education during KS5 that meet the requirements of PAL?The answer to this question does not count towards your score	All or nearly all (91-100%)
■ Benchmark 8	100%
What proportion of students have had an interview with a qualified careers adviser by the end of Year 11?	All (100%)
What proportion of students have had at least two interviews with a qualified careers adviser by the end of Year 13, or for those students who stay on above year 13, by the end of their time at your school or college?	All (100%)