

URN:	139020	Institution Opportunity Area:	–
LEP:	Worcestershire	Burberry:	No
Date institution joined the network:	22-11-2017	Heathrow:	No
Is it currently matched:	Yes	National Grid:	No
CEC institution type:	Mainstream	Compass+ on boarding status:	Not Started
Institution HUB:	Worcestershire [Wave 3 Exp]	Compass+ date of last on boarding status change:	–

## Latest whole Compass completion (18-07-2022)

<b>■ Benchmark 1</b>	<b>88%</b>
<i>Does your school have a careers programme that: - Is written down?</i>	<b>Yes</b>
<i>Does your school have a careers programme that: - Is approved by the board of governors?</i>	<b>Yes</b>
<i>Does your school have a careers programme that: - Has the explicit backing of senior leadership?</i>	<b>Yes</b>
<i>Does your school have a careers programme that: - Has resources/funding allocated to it?</i>	<b>Yes</b>
<i>Does your school have a careers programme that: - Is regularly monitored?</i>	<b>Yes</b>
<i>Does your school have a careers programme that: - Has both strategic and operational elements?</i>	<b>Yes</b>
<i>Does your school publish its careers programme on its website?</i>	<b>Yes</b>
<i>Is there information on your website about the careers programme aimed specifically at: - Students?</i>	<b>Yes</b>
<i>Is there information on your website about the careers programme aimed specifically at: - Teachers?</i>	<b>Yes</b>
<i>Is there information on your website about the careers programme aimed specifically at: - Employers?</i>	<b>Yes</b>
<i>Is there information on your website about the careers programme aimed specifically at: - Parents/carers?</i>	<b>Yes</b>

<i>Does your school evaluate the effectiveness of its careers programme at least every three years?</i>	<b>Yes</b>
<i>Does the evaluation of your careers programme take into account feedback from: - Students?</i>	<b>Yes</b>
<i>Does the evaluation of your careers programme take into account feedback from: - Teachers?</i>	<b>Yes</b>
<i>Does the evaluation of your careers programme take into account feedback from: - Employers?</i>	<b>No</b>
<i>Does the evaluation of your careers programme take into account feedback from: - Parents and carers?</i>	<b>No</b>
<i>Does your school have a lead person with strategic responsibility for overseeing your schools' careers programme?</i>	<b>Yes</b>

**■ Benchmark 2** **100%**

<i>Approximately what proportion of students have accessed and used up-to-date information about career paths and the labour market by: - the age of 14</i>	<b>All (100%)</b>
<i>Approximately what proportion of students have accessed and used up-to-date information about career paths and the labour market by: - the age of 16</i>	<b>N/A</b>
<i>Approximately what proportion of students have accessed and used up-to-date information about career paths and the labour market by: - the age of 18</i>	<b>N/A</b>
<i>Approximately what proportion of students have accessed and used up-to-date information about career paths and the labour market by: - above the age of 18</i>	<b>N/A</b>
<i>Does your school encourage parents and carers to access and use up-to-date information about the labour market, future study options and career paths to inform the support they give to their children?</i>	<b>Yes</b>

**■ Benchmark 3** **81%**

<i>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</i>	<b>5</b>
<i>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.)</i>	<b>5</b>
<i>Keep systematic records on each pupil's experiences of careers and enterprise activity?</i>	<b>Yes</b>
<i>Enable pupils to have access to accurate records about their own careers and enterprise experiences?</i>	<b>Yes</b>
<i>Collect and maintain accurate data for each pupil on their destinations for 3 years after they leave your school (whenever that may be)?</i>	<b>No</b>
<i>Share accurate and timely data with the local authority on pupil transitions and destinations?</i>	<b>No</b>

Work pro-actively with the local authority and careers advisers around the careers guidance and progression of vulnerable and special educational needs and disability (SEND) students? **Yes**

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■ **Benchmark 4** **100%**

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By the end of Key Stage 4, approximately what proportion of students have experienced curriculum learning that highlights the relevance of their subject to future career paths? - English **All (100%)**

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By the end of Key Stage 4, approximately what proportion of students have experienced curriculum learning that highlights the relevance of their subject to future career paths? - Maths **All (100%)**

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By the end of Key Stage 4, approximately what proportion of students have experienced curriculum learning that highlights the relevance of their subject to future career paths? - Science **All (100%)**

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By the end of Key Stage 4, approximately what proportion of students have experienced curriculum learning that highlights the relevance of their subject to future career paths? - PSHE **All (100%)**

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■ **Benchmark 5** **75%**

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What proportion of your students have at least one encounter with an employer every year they are at school? **Most (51-75%)**

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■ **Benchmark 6** **0%**

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Approximately what proportion of students have had an experience of a workplace by the end of Year 11? **I don't know**

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■ **Benchmark 7** **80%**

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By the time they leave school, approximately what proportion of students have had the following experiences? - Meaningful encounters with Sixth Form Colleges **I don't know**

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By the time they leave school, approximately what proportion of students have had the following experiences? - Information about the full range of apprenticeships, including higher level apprenticeships **All (100%)**

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By the time they leave school, approximately what proportion of students have had the following experiences? - Meaningful encounters with Further Education Colleges? (including land based colleges where appropriate) **All (100%)**

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By the time they leave school, approximately what proportion of students have had the following experiences? - Meaningful encounters with Independent Training Providers? **All (100%)**

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By the time they leave school, approximately what proportion of students have had the following experiences? - Meaningful encounters with Higher Education providers? **All (100%)**

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*By the time they leave school, approximately what proportion of students have had the following experiences? - At least two visits to a Higher Education provider?*

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■ **Benchmark 8**

**100%**

*What proportion of students have had an interview with a qualified careers adviser by the end of Year 11?*

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**Overwhelming majority  
(76-99%)**