

URN:	146305	Institution Opportunity Area:	–
Partner:	Hertfordshire	Burberry:	No
Date institution joined the network:	04-03-2016	Heathrow:	No
Is it currently 1-2-1 matched:	No	National Grid:	No
CEC institution type:	Mainstream	Compass+ on boarding status:	Moved to Compass+
Institution HUB:	Hertfordshire	Compass+ date of last on boarding status change:	26-03-2020

## Latest whole Compass completion (02-07-2024)

<b>■ Benchmark 1</b>	<b>100%</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>Yes</b>
<i>Does the evaluation of your careers programme take into account feedback from: - Parents and carers?</i>	<b>Yes</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** **45%**

<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>1</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>1</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>Yes</b>
<i>Share accurate and timely data with the local authority on pupil transitions and destinations?</i>	<b>Yes</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** **100%**

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*What proportion of your students have at least one encounter with an employer every year they are at school?* **All (100%)**

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**■ Benchmark 6** **100%**

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*Approximately what proportion of students have had an experience of a workplace by the end of Year 11?* **All (100%)**

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*During Years 12 and 13 specifically, what proportion of students have an experience of a workplace?* **All (100%)**

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**■ Benchmark 7** **100%**

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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* **All (100%)**

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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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<i>By the time they leave school, approximately what proportion of students have had the following experiences? - Meaningful encounters with Higher Education providers?</i>	<b>All (100%)</b>
<i>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?</i>	<b>All (100%)</b>
<i>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</i>	<b>All or nearly all (91-100%)</b>
<i>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</i>	<b>All or nearly all (91-100%)</b>
<i>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</i>	<b>All or nearly all (91-100%)</b>
<i>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</i>	<b>All or nearly all (91-100%)</b>
<i>What proportion of students of the year group who most recently completed the 'first key phase' as defined in the updated Provider Access Legislation (period covering 1st September in Year 8 to 28th February in Year 9) had at least two encounters that met the requirements of PAL within that key phase?The answer to this question does not count towards your score</i>	<b>All or nearly all (91-100%)</b>
<i>What proportion of students of the year group who most recently completed the 'second key phase' as defined in the updated Provider Access Legislation (period covering 1st September in Year 10 to 28th February in Year 11) had at least two encounters that met the requirements of PAL within that key phase?The answer to this question does not count towards your score</i>	<b>All or nearly all (91-100%)</b>
<i>What proportion of students of the year group who most recently completed the 'third key phase' as defined in the updated Provider Access Legislation (period covering 1st September in Year 12 to 28th February in Year 13) were offered at least two encounters that met the requirements of PAL within that key phase? The answer to this question does not count towards your score</i>	<b>All or nearly all (91-100%)</b>
<b>■ Benchmark 8</b>	<b>100%</b>
<i>What proportion of students have had an interview with a qualified careers adviser by the end of Year 11?</i>	<b>All (100%)</b>
<i>What proportion of students have had at least two interviews with a qualified careers adviser by the end of Year 13?</i>	<b>All (100%)</b>