

Ofsted Performance - % Good or Outstanding - All Schools by phase

	Sep-16	Sep-17	Sep-18	Sep-19	Q4 2020	Q1 (Jun)	Q2 (Sep)	Q3 (Dec)
Primary	89%	88%	83%	83%	83%	83%	83%	83%
Secondary	93%	96%	84%	84%	87%	87%	87%	87%
Special	100%	100%	100%	100%	90%	90%	90%	90%
Nursery	100%	100%	100%	100%	100%	100%	100%	100%
PRU	100%	83%	83%	83%	83%	83%	83%	83%
All Worcs. England	90%	90%	86%	84%	84%	84%	84%	84%
	89%	89%	84%	86%	86%	86%	86%	86%

Ofsted grades - LA Maintained Schools

	Sep-16	Sep-17	Sep-18	Sep-19	Q4 2020	Q1 (Jun)	Q2 (Sep)	Q3 (Dec)
Outstanding	30	27	25	25	24	24	24	24
Good	123	104	92	86	84	85	85	85
RI	17	11	15	16	12	10	10	10
Inadequate	3	9	8	4	6	6	6	6
Total	173	151	140	131	126	125	125	125
% O & G	88.4%	86.8%	83.6%	84.7%	85.7%	87.2%	87.2%	87.2%

Ofsted grades - Free Schools and Academies

	Sep-16	Sep-17	Sep-18	Sep-19	Q4 2020	Q1 (Jun)	Q2 (Sep)	Q3 (Dec)
Outstanding	17	21	22	20	17	17	17	17
Good	43	62	66	73	77	77	77	77
RI	2	2	6	8	9	10	10	10
Inadequate	1	2	9	11	13	14	14	14
Total	63	87	103	112	116	118	118	118
% O & G	95.2%	95.4%	85.4%	83.0%	81.0%	79.7%	79.7%	79.7%

School Attendance

	Sep-16	Sep-17	Sep-18	Sep-19	Q4 2020	Q1 (Jun)	Q2 (Sep)	Q3 (Dec)
Primary	96.1%	96.0%	96.0%	96.0%	95.1%	92.1%	95.7%	96.3%
Middle	95.0%	94.4%	95.5%	96.0%	94.4%	91.9%	95.1%	95.4%
Secondary	95.2%	95.1%	94.7%	94.7%	93.4%	93.1%	93.7%	93.7%

National	Sep-16	Sep-17	Sep-18	Sep-19
Primary	96.0%	96.0%	95.8%	96.0%
Secondary	94.8%	94.6%	94.5%	94.5%

Missing Education

	Sep-16	Sep-17	Sep-18	Sep-19	Q4 2020	Q1 (Jun)	Q2 (Sep)	Q3 (Dec)
CME Enquiries	n/a	n/a	78	204	130	126	169	378
CME Registered	90	56	40	36	67	59	53	36
EHE Registered	556	561	718	737	762	685	707	876
Permanent Exclusions	106	140	127	90	80	10	18	49

Commentary -Ofsted Performance - Nikki Jones

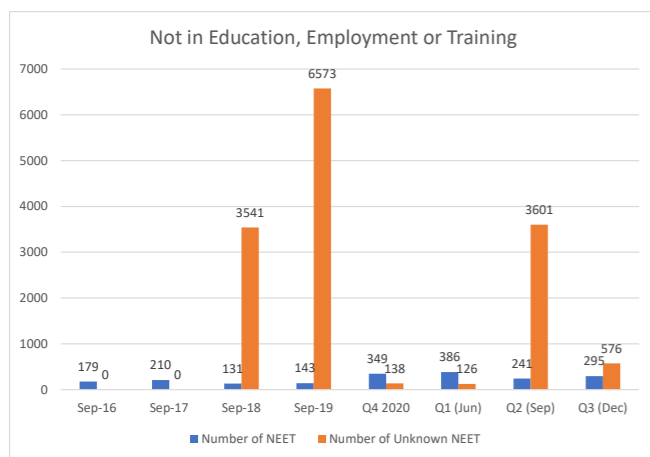
Due to Covid no Ofsted inspections have been undertaken since early March 2020. Hence the outcomes remain unchanged since reporting in quarter 1. Monitoring inspections of schools judged inadequate and some schools judged as 'requires improvement' will commence 18 January. There were 18 Ofsted visits in the Autumn term but these do no result in a judgement, and so have no impact on the data.

Commentary - School Attendance - Matt Pooler

Year on year, attendance has previously been the same or better for each phase and this is also reflected in National figures. The Q1 2020 figures are showing a drop due to the pandemic but by Q2 the figures had improved greatly due to wider school-reopening, supported by WCF, and are close to pre-pandemic levels. This improvement has continued into Q3.

Commentary - Missing Education - Michelle Fowler/Sarah Flanagan

There are currently 36 Children registered as CME, a reduction from previous quarters. CME enquiries have increased and are currently at the highest they have been since recording started as schools/external agencies have been encouraged to use the centralised hub to provide details for the LA to track, monitor and action CME as required. Covid had lessened initial CME enquiries compared to expected levels in Q1 and Q2 however, reporting has now resumed at pace in Q3. CME officers continue to track all enquiries to ensure education is secured for each child. The new Fair Access Protocol process has started to expedite the placement of many CME registered pupils. Numbers of Electively home educated children continue to increase and currently stands at 876. Anxieties around Covid19 have had an impact on the number of children coming out of School to be registered as Elective Home Education, particularly between Sept and Dec when Schools re-opened for the Autumn Term. Ongoing casework for EHE continues with officers fulfilling their responsibility to intensively check EHE education, linking in with the CME team where this is not deemed to be satisfactory. Worcestershire's overall Permanent Exclusion rate increased over the Autumn Term, as schools re-opened following the lockdown period, however numbers are lower than the same period in 2019-20. Permanent exclusion numbers will inevitably decrease as Schools remain closed to the the majority of their students during the current pandemic. There is no verified data available regarding 2019-20 national exclusion rates however we are on trajectory to fall in line with the national average. The Exclusions and AP review references the Education and Skills Strategy Aim of reducing permanent exclusions.

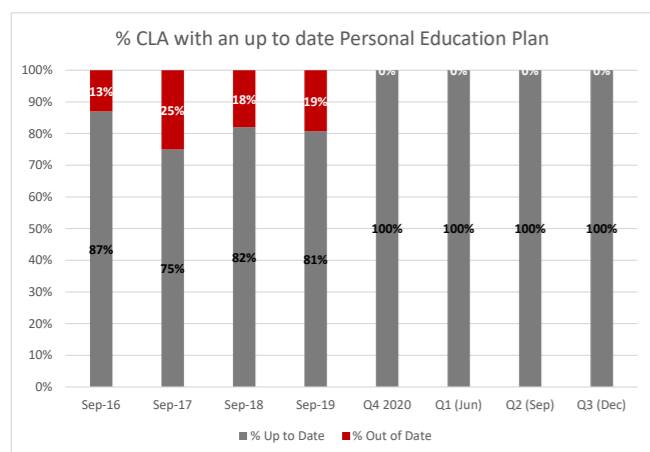


Not in Education, Employment or Training (NEET - 16 to 18 Year olds)

	Sep-16	Sep-17	Sep-18	Sep-19	Q4 2020	Q1 (Jun)	Q2 (Sep)	Q3 (Dec)
Number of NEET	179	210	131	143	349	386	241	295
Number of Unknown NEET	n/a	n/a	3541	6573	138	126	3601	576

Commentary - NEET - Matt Pooler

September 2020 Peak - Due to young people moving through education in September, there are a large number of unknowns that need to be tracked. Until these individuals are identified, the unknown figure remains high and is at its peak in September. This peak is understood by the DFE. This year we have received college lists earlier and have the NEET team making phone calls to identify those young people who might be NEET quicker. Although there has been an increase in NEET this year, caused by the pandemic, it has been far smaller than anticipated and the team continue to minimise this increase as much as possible. This is by working with stakeholders across the region to identify factors that underpin the NEETs position. These include the range of local options available for learners, poor engagement of learners, unmet mental health need, the quality of careers advice available, and trends for students leaving placements.



% School age Looked After Children with an up to date Personal Education Plan

	Sep-16	Sep-17	Sep-18	Sep-19	Q4 2020	Q1 (Jun)	Q2 (Sep)	Q3 (Dec)
% Up to Date	87%	75%	82%	81%	100%	100%	100%	100%
% Out of Date	13%	25%	18%	19%	0%	0%	0%	0%

Commentary - % Looked After Children with up to date PEP - Colette Maynard-Bond

Statutory School Age Personal Education Plan

All pupils in Reception Year to Year 11 receive an on-site Personal Education Plan (PEP) visit from a PEP Co/Area Learning Advocate once a year and a PEP phone consultation twice a year (non Covid-19 practice). The Designated Teacher and Social Worker (in consultation with the carer) are expected to upload relevant information to the (PEP) prior to the meeting and attend the meeting/consultation call. Additional on-site visits may occur (non Covid-19 practice), due to transition, complexity of situation or those identified as a result of pupil progress meetings. There is a high rate of PEP completion each term (100%). All (PEP) meetings (currently virtual) scheduled to take place are completed. There is an improving quality of information in the PEP document due to: professional development for Designated Teachers and Social Care colleagues, clarity of information and expectations from the Virtual School (VS) and support / guidance offered by (VS) staff which impacts on the quality of information shared in the (PEP) process.

Post 16 (PEP) completion

Post 16 (PEPs) are completed by social workers and are 'signed off' by (VS). The completion rate and quality still requires significant improvement. The (VS), in partnership with social care, is currently piloting a new PEP 'Personal Progression Plan (PPP).

Pupils Causing Concern

There are regular meetings with Social Care to discuss pupils at risk of CME, less than 25 hours of education and those where there is a delay in placing in school provision. Half termly pupil progress meetings are held within the (VS), these focus on pupils who are not making progress against their own challenging targets and those not who have a negative approach to their learning. The discussions result in individual plans of action for prioritised CLA.

Quality Assurance

Half termly quality assurance activities focus on specific groups of CLA or themes, these reflect the priorities within the school improvement plan.