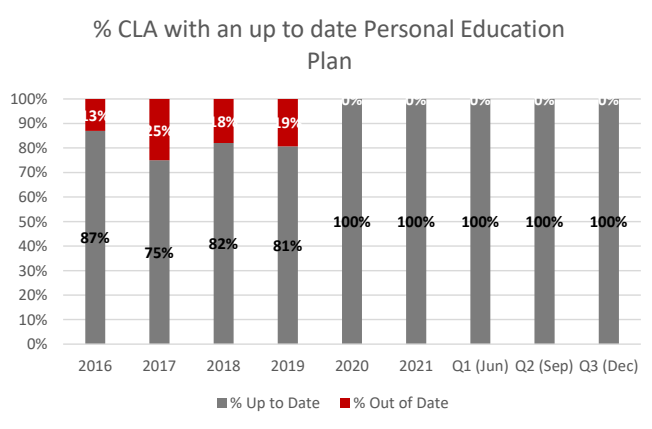
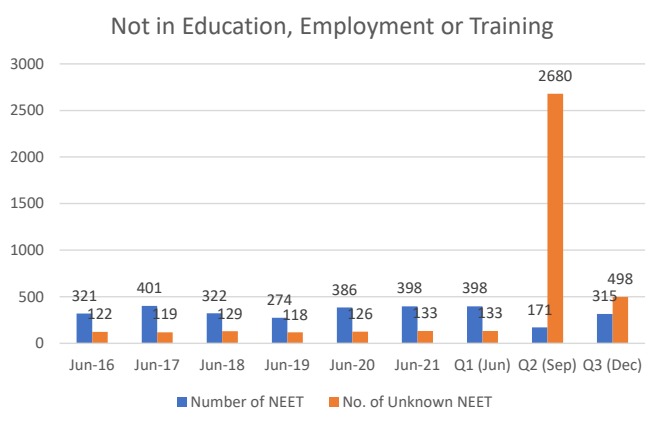
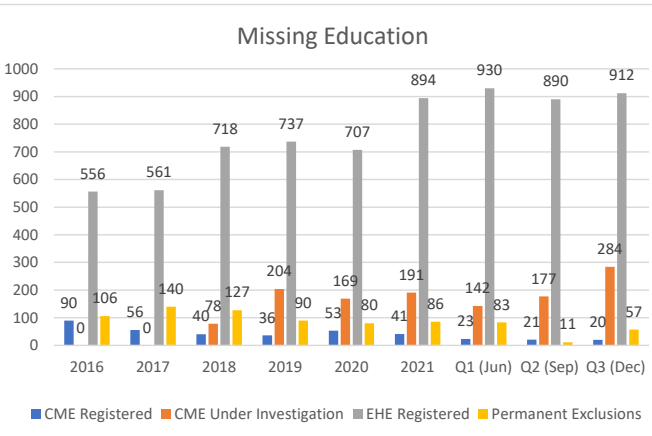
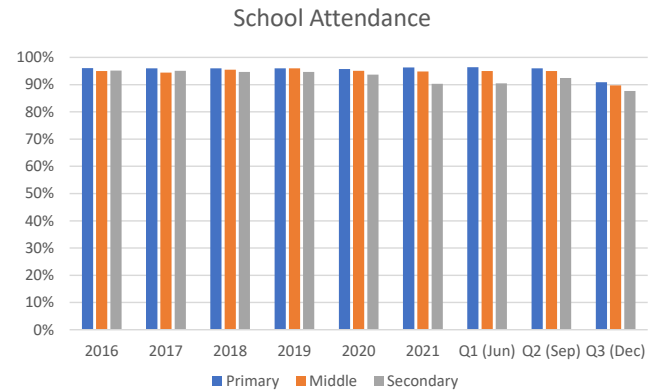
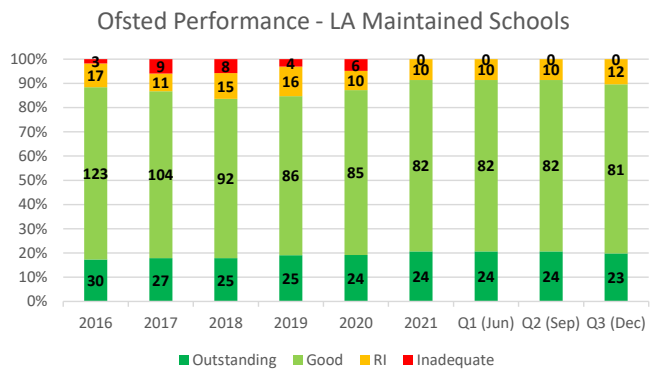
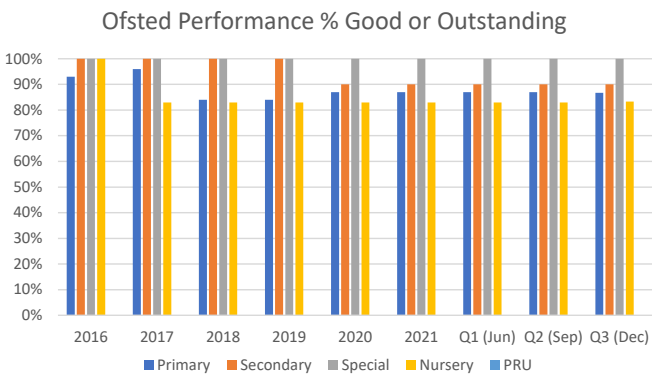


Education - Summary Data for Scrutiny Panel



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

As at end of Academic Year unless stated								
	2016	2017	2018	2019	2020	2021	Q1 (Jun)	Q2 (Sep)
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.	90%	90%	86%	84%	84%	84%	84%	82%
England	89%	89%	84%	86%	86%	86%	86%	87%

Ofsted grades - LA Maintained Schools

As at end of Academic Year unless stated								
	2016	2017	2018	2019	2020	2021	Q1 (Jun)	Q2 (Sep)
Outstanding	30	27	25	25	24	24	24	23
Good	123	104	92	86	85	82	82	81
RI	17	11	15	16	10	10	10	12
Inadequate	3	9	8	4	6	0	0	0
Total	173	151	140	131	125	116	116	116
% O & G	88.4%	86.8%	83.6%	84.7%	87.2%	91.4%	91.4%	89.7%

Ofsted - Free Schools and Academies

As at end of Academic Year unless stated								
	2016	2017	2018	2019	2020	2021	Q1 (Jun)	Q2 (Sep)
Outstanding	17	21	22	20	17	17	17	17
Good	43	62	66	73	77	79	79	79
RI	2	2	6	8	10	10	10	11
Inadequate	1	2	9	11	14	20	20	20
No Ofsted Judgement	0	0	0	0	1	1	1	1
Total	63	87	103	112	119	127	127	128
% O & G	95.2%	95.4%	85.4%	83.0%	79.0%	75.6%	75.6%	75.0%

School Attendance

As at end of Academic Year unless stated								
	2016	2017	2018	2019	2020	2021	Q1 (Jun)	Q2 (Sep)
Primary	96.1%	96.0%	96.0%	96.0%	95.7%	96.3%	96.4%	90.9%
Middle	95.0%	94.4%	95.5%	96.0%	95.1%	94.8%	95.0%	89.7%
Secondary	95.2%	95.1%	94.7%	94.7%	93.7%	90.3%	90.5%	87.7%
PRU	n/a	n/a	n/a	n/a	n/a	65.4%	79.2%	66.0%
Special Schools	n/a	n/a	n/a	n/a	n/a	80.3%	79.9%	84.0%
National	2016	2017	2018	2019	2020			
Primary	96.0%	96.0%	95.8%	96.0%	n/a			
Secondary	94.8%	94.6%	94.5%	94.5%	n/a			

Missing Education

As at end of Academic Year unless stated								
	2016	2017	2018	2019	2020	2021	Q1 (Jun)	Q2 (Sep)
CME Under Investigation	n/a	n/a	78	204	169	191	142	284
CME Registered	90	56	40	36	53	41	23	20
CME Regd & Closed	n/a	n/a	116	134	158	123	108	39
EHE Registered	556	561	718	737	707	894	930	912
Permanent Exclusions	106	140	127	90	80	86	83	57

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

	Jun-16	Jun-17	Jun-18	Jun-19	Jun-20	Jun-21	Q1 (Jun)	Q2 (Sep)	Q3 (Dec)
Number of NEET	321	401	322	274	386	398	398	171	315
No. of Unknown NEET	122	119	129	118	126	133	133	2680	498

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

As at end of Academic Year unless stated								
	2016	2017	2018	2019	2020	2021	Q1 (Jun)	Q2 (Sep)
% Up to Date	87%	75%	82%	81%	100%	100%	100%	100%
% Out of Date	13%	25%	18%	19%	0%	0%	0%	0%

Commentary

As expected, routine Ofsted inspections recommenced from September 2021.

Since September there have been eleven published inspection reports. Seven schools retained a 'Good' judgement, 1 school retained a 'Requires Improvement' judgement and 3 schools declined from 'Good' or 'Outstanding' to 'Requires Improvement'.

Of the eleven inspections, six were of primary/first schools, two were of special schools, two were of secondary schools and one was of a PRU.

All maintained schools judged to be 'Requires Improvement' will receive intensive support from the School Improvement Team that will include half termly 'team around the school' meetings to provide support and challenge regarding the school's improvement action plan.

Commentary

Pre-Covid, year on year, attendance had been the same or better for each phase and this is also reflected in National figures. The Q1 2021 figures were showing a return to pre-pandemic figures for Primary and close to pre-pandemic figures for Middle but Secondary figures continued to be affected especially by Yr 11 and Yr 13 students attendance once grading had been completed. In Q2 all phases attendance were all still affected by the pandemic with Secondary figures showing the largest drop. This decrease continued throughout Q3 with all phases being affected not only by absences due to Covid illness but wider mental health/anxiety issues. Please note: figures are based on attendance codes not on whether a student was physically in school during lockdown

Commentary

During the Q3 snapshot 284 Children Missing Education (CME) were each being supported by a CME caseworker either 'under investigation' to establish whereabouts and circumstances, or, as 'registered CME' cases. An additional 39 registered CME cases were successfully closed and reintegrated back into education within the same period. There has been a significant increase in the last quarter, and we are also finding that CME cases are becoming more complex than prior to Covid-19.

CME cases in Q3, (since September) have included parents/carers requiring assistance to re-register and reintegrate their children back into school following a period of Elective Home Education (EHE). CME officers continue to provide extensive support to families displaying ongoing covid related anxieties with regard to returning to the school environment.

Schools, partners, external agencies and the public continue to be encouraged to use centralised reporting mechanisms to provide details for the LA to identify, track, monitor and support CME.

The Missing Mondays multi agency forum continues to strategically support the most complex registered CME cases to collectively secure the best outcomes for each vulnerable learner and lessen days lost from education.

Our EHE numbers continue to rise, and at the end of Q3 there are 912 current EHE children and young people. We continue to support these families through our processes and support with a return to school when this is needed.

Commentary

Pre-Covid, NEET figures had been falling year on year due to the hard work of the team and working with stakeholders and identifying and removing barriers to participation where possible. The first Covid lockdown had an immediate impact on figures with a significant rise in June 2020. This has continued through 2021 with Q1 continuing to show this increase and is also affecting the 2021/22 academic year with Q3 continuing to show high NEET figures. This increase is considered to be due to disengagement and mental health issues caused by the impact of the pandemic. Please note: September Unknown 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.

Commentary

Statutory School Age Personal Education Plan

All CLA Pre-school to Year 11 receive three Personal Education Plan (PEP) contacts from a Virtual School Learning Advocate each year. This supports our children/young people who attend school both in and out of Worcestershire. The (PEP) meeting is undertaken via Microsoft Teams or face to face, this is dependent on the needs of the CLA and the context. The Designated Teacher (DT) 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. This enables effective conversations, focusing on evaluation of strategies to specifically meet the needs of individual CLA and methods of monitoring outcomes to measure success. Additional contacts are made throughout the term, with the DT, where transitions are imminent, complexity of situation or those identified as a result of (VS) pupil progress meetings. **There is a high rate of (PEP) completion each term (100%).** All (PEP) meetings 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. The VS quality assures various aspects of the PEP process and content.

Post 16 Personal Progression Plans (PPPs)

Following a successful pilot in summer term 2021 all year 12 and 13 CLA have a scheduled (PPP) in Autumn term 2021. These are facilitated by VS Post 16 Learning Advocates. This is a new role within the VS. The Designated Practitioner/Teacher (DT) and Social Worker (in consultation with the carer) are expected to upload relevant information to the (PPP) **prior to the meeting** and attend the meeting/consultation call. All Post 16 CLA are on track to undertake PPP process each term.

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 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 Virtual School Improvement Plan