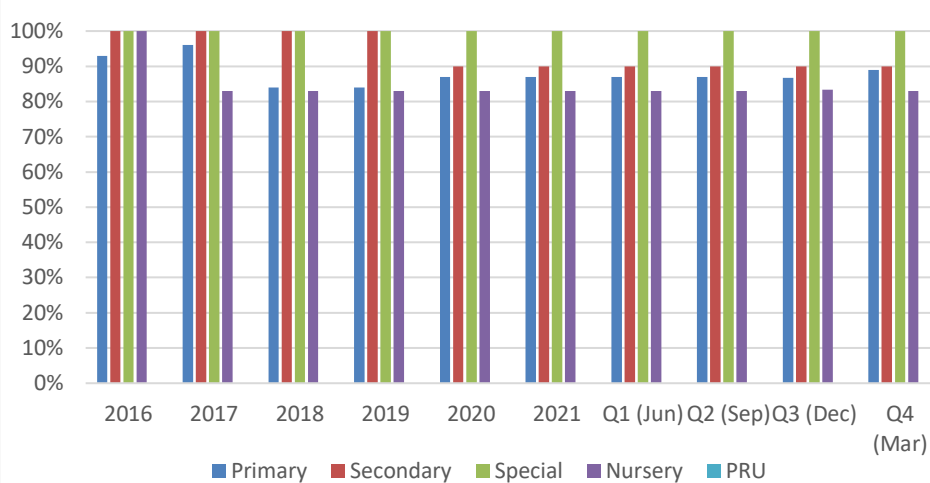


Ofsted Performance % Good or Outstanding

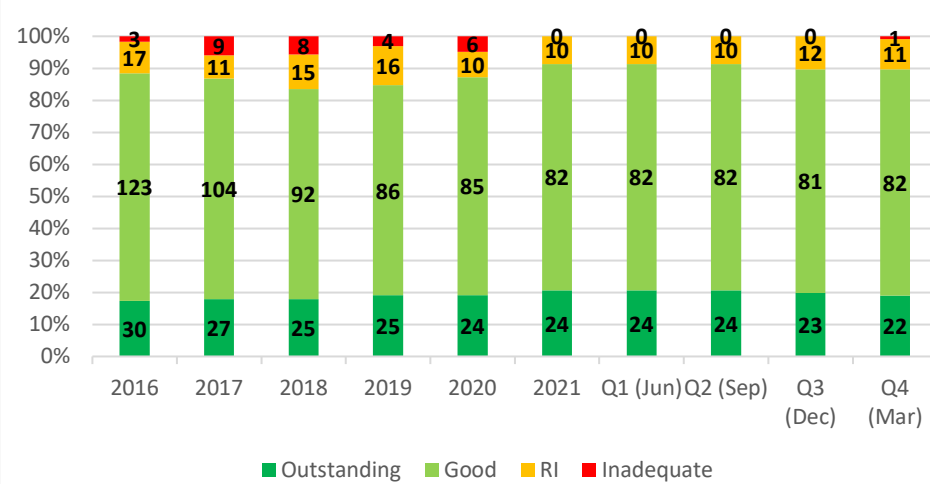


Ofsted Performance - % Good or Outstanding - All Schools by phase

**As at end of Academic Year unless stated**

	2016	2017	2018	2019	2020	2021	Q1 (Jun)	Q2 (Sep)	Q3 (Dec)	Q4 (Mar)
Primary	89%	88%	83%	83%	83%	83%	83%	83%	81%	81%
Secondary	93%	96%	84%	84%	87%	87%	87%	87%	87%	89%
Special	100%	100%	100%	100%	90%	90%	90%	90%	90%	90%
Nursery	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
PRU	100%	83%	83%	83%	83%	83%	83%	83%	83%	83%
All Wors. England	90%	90%	86%	84%	84%	84%	84%	84%	82%	83%
England	89%	89%	84%	86%	86%	86%	86%	86%	87%	87%

Ofsted Performance - LA Maintained Schools



Ofsted grades - LA Maintained Schools

**As at end of Academic Year unless stated**

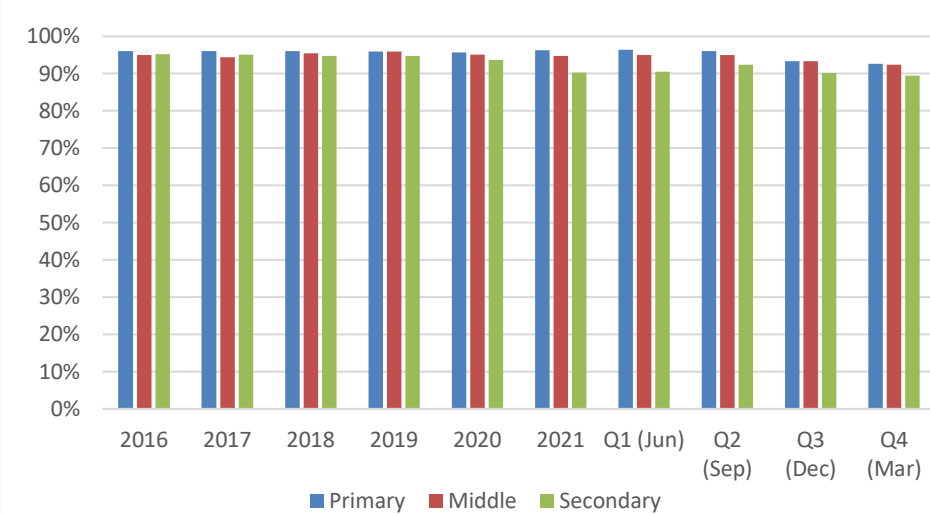
	2016	2017	2018	2019	2020	2021	Q1 (Jun)	Q2 (Sep)	Q3 (Dec)	Q4 (Mar)
Outstanding	30	27	25	25	24	24	24	24	23	22
Good	123	104	92	86	85	82	82	82	81	82
RI	17	11	15	16	10	10	10	10	12	11
Inadequate	3	9	8	4	6	0	0	0	0	1
Total	173	151	140	131	125	116	116	116	116	116
% O & G	88.4%	86.8%	83.6%	84.7%	87.2%	91.4%	91.4%	91.4%	89.7%	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)	Q3 (Dec)	Q4 (Mar)
Outstanding	17	21	22	20	17	17	17	17	17	17
Good	43	62	66	73	77	79	79	79	79	81
RI	2	2	6	8	10	10	10	10	11	10
Inadequate	1	2	9	11	14	20	20	20	20	19
No Ofsted Judgement	0	0	0	0	1	1	1	1	1	1
Total	63	87	103	112	119	127	127	127	128	128
% O & G	95.2%	95.4%	85.4%	83.0%	79.0%	75.6%	75.6%	75.6%	75.0%	76.6%

School Attendance



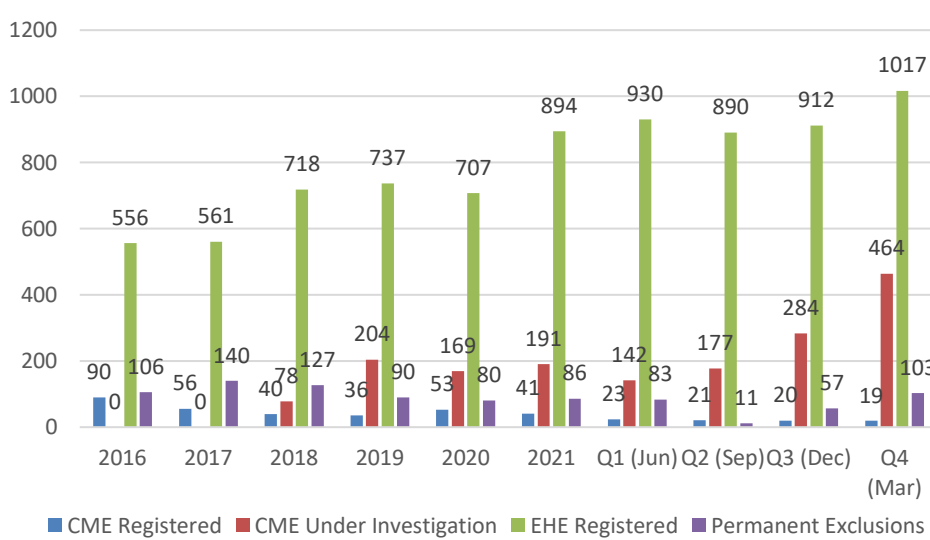
School Attendance

**As at end of Academic Year unless stated**

	2016	2017	2018	2019	2020	2021	Q1 (Jun)	Q2 (Sep)	Q3 (Dec)	Q4 (Mar)
Primary	96.1%	96.0%	96.0%	96.0%	95.7%	96.3%	96.4%	96.0%	93.4%	92.6%
Middle	95.0%	94.4%	95.5%	96.0%	95.1%	94.8%	95.0%	95.0%	93.3%	92.4%
Secondary	95.2%	95.1%	94.7%	94.7%	93.7%	90.3%	90.5%	92.4%	90.2%	89.5%
PRU	n/a	n/a	n/a	n/a	n/a	65.4%	79.2%	73.0%	68.3%	68.4%
Special Schools	n/a	n/a	n/a	n/a	n/a	80.3%	79.9%	79.0%	84.2%	82.6%

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

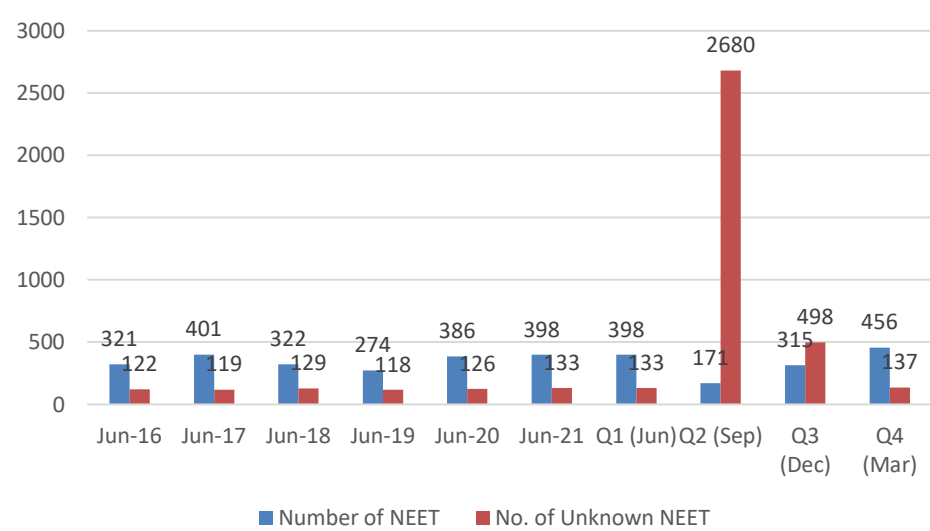


Missing Education

**As at end of Academic Year unless stated**

	2016	2017	2018	2019	2020	2021	Q1 (Jun)	Q2 (Sep)	Q3 (Dec)	Q4 (Mar)
CME Under Investigation	n/a	n/a	78	204	169	191	142	177	284	464
CME Registered	90	56	40	36	53	41	23	21	20	19
CME Regd & Closed	n/a	n/a	116	134	158	123	108	43	39	7
EHE Registered	556	561	718	737	707	894	930	890	912	1017
Permanent Exclusions	106	140	127	90	80	86	83	11	57	103

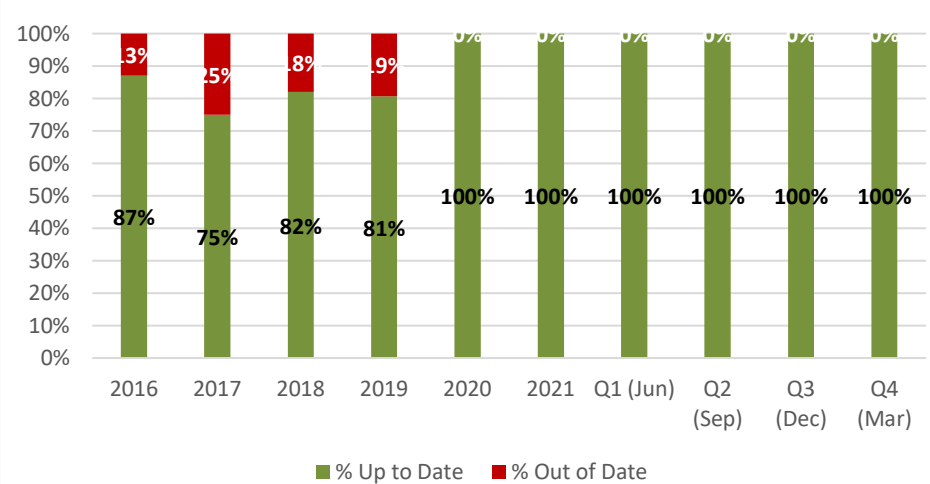
Not in Education, Employment or Training



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)	Q4 (Mar)
Number of NEET	321	401	322	274	386	398	398	171	315	456
No. of Unknown NEET	122	119	129	118	126	133	133	2680	498	137

% CLA with an up to date Personal Education Plan



% School age Children Looked After 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)	Q3 (Dec)	Q4 (Mar)
% Up to Date	87%	75%	82%	81%	100%	100%	100%	100%	100%	100%
% Out of Date	13%	25%	18%	19%	0%	0%	0%	0%	0%	0%

### **Commentary** **Ofsted Performance**

As expected, routine Ofsted inspections recommenced from September 2021.

Since September there have been thirty eight published inspection reports. Two schools have improved in their Ofsted judgement to 'Good', one from 'Inadequate' upon conversion, one from 'Requires Improvement'. One school has improved from 'Good' to 'Outstanding', two schools have improved to 'Good'. Twenty five schools retained a 'Good' judgement. Two schools retained a 'Requires Improvement' judgement. Three schools declined from 'Good' or 'Outstanding' to 'Requires Improvement'. One school declined from 'Outstanding' to 'Good' and two schools declined from 'Requires Improvement' to 'Inadequate'. In addition there has been a monitoring visit of a 'Requires Improvement' school where it was judged as taking effective action.

Of the thirty eight inspections, twenty five were of primary/first schools, three were of special schools, eight were of secondary schools and two were of PRU's. All maintained schools judged to be less than 'Good' 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.

We have seen a particular focus in inspections on the curriculum and phonics provision, and also SEND provision aligning to the outcomes of the LA SEND reinspection. Of the reports, twenty eight referred to SEND provision. Twenty five of these references described positive SEND practice with three identifying SEND practice as an area requiring development. Each of these three schools are working proactively with the School Improvement Team to improve their practice.

### **Commentary** **School Attendance**

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 initially suggested 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 continued to be affected by the pandemic with Secondary figures showing a large drop in attendance at the start of the academic year. This decrease continued throughout Q3 and Q4 with all phases being affected not only by absences due to Covid illness but wider mental health/anxiety issues in both students and families\*. 50 of our mainstream schools have less than 93% attendance and 14 of our Special Schools and PRU's have less than 90% attendance. The newly published 'Working together to Improve School Attendance' DFE guidance for September 2022 requires schools and LA's and partners to prioritise a focus and resources to support attendance. Every Worcestershire school (currently 267) will be expected to work with the LA to improve school attendance. \*Please note: figures in this report are based on attendance codes not on whether a student was physically in school during lockdown

### **Commentary** **Children Missing Education**

During Q4 snapshot a total of 490 children/YP were CME: 464 were supported by a caseworker either 'under investigation' to establish whereabouts and circumstances, with 26 'registered' or 'registered and closed' as CME. There has been a significant increase in the reported numbers of CME in comparison to previous quarters, and previous years, with Q4 illustrating the highest number of CMEs recorded in Worcestershire. CME cases are more complex in nature, post covid, with children/YP and families requiring enhanced CME officer support to become ready to begin to return to the school environment. Schools, partners, external agencies and the public are 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 meet weekly to strategically support the most complex CME cases and collectively secure the best outcomes for each vulnerable learner to lessen their days lost from education.

#### **Elective Home Education (EHE)**

The number of EHE pupils in Worcestershire continues to rise with 1017 children and young people registered as EHE at Q4. EHE families continue to be supported through the EHE process. Support is also given for any EHE pupils who may wish to return to school.

#### **Exclusions**

The number of permanent exclusions across Worcestershire has continued to rise with 103 at the end of Q4. Being . The Exclusions Officer and Vulnerable Learner Team continues to offer support to Schools and families to take action at the earliest point possible when notified of a permanent exclusion and evidence is growing

### **Commentary** **Not in Education, Employment or Training**

Pre-Covid, NEET figures had been falling year on year through multi-agency approach to identify and remove 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 Q4 continuing to show higher NEET figures. This increase is considered to be impacted by disengagement of young people and provision during periods of lockdown and isolation and mental health issues exacerbated by the impact of the pandemic. The NEET team - WCF and WCC staff are collaborating to support and minimise this issue.

Please note: September Unknown Peak - Due to young people moving provision in September, there are a large number of unknowns that until WCF is notified by providers that yp are EET they flag as 'unknown status'. Until these individuals are identified, the unknown figure remains high and is at its peak in September. This peak is understood by the DFE and Ofsted and as the month on month data shows reduces throughout the year. Notification of status has not been impacted by

### **Commentary** **Pre-school and 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)**

All year 12 and 13 CLA have a scheduled (PPP). **There is a high rate of (PEP) completion each term (100%)**. These are facilitated by VS Post 16 Learning Advocates. This is a new role within the VS this academic year. The Designated Practitioner/Teacher (DT) and Social Worker (in consultation with the carer) upload relevant information to the (PPP) **prior to the meeting** and attend the meeting/consultation call.

#### **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. 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. VSHT and VS Education Co-ordinator attend PEP/PPP meetings on a regular basis to offer support, advice and guidance to VS Learning Advocates and to monitor the quality of the interaction.