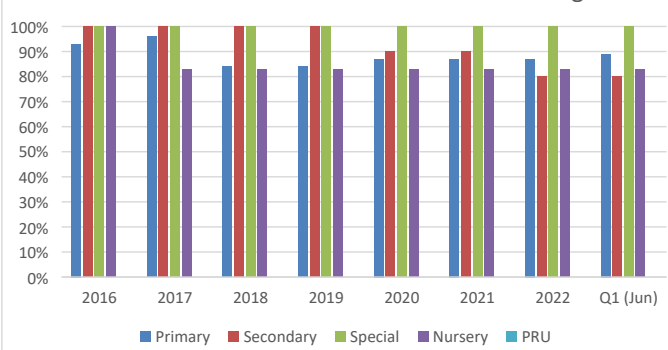


Ofsted Performance % Good or Outstanding



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

Please note Q1 shows June End and 2022 shows July end for year on year comparative purposes

	2016	2017	2018	2019	2020	2021	2022	Q1 (Jun)
Primary	89%	88%	83%	83%	83%	83%	81%	81%
Secondary	93%	96%	84%	84%	87%	87%	87%	89%
Special	100%	100%	100%	100%	90%	90%	80%	80%
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%	82%	82%
England	89%	89%	84%	86%	86%	86%	88%	88%

Ofsted grades - LA Maintained Schools

	2016	2017	2018	2019	2020	2021	2022	Q1 (Jun)
Outstanding	30	27	25	25	24	24	22	22
Good	123	104	92	86	85	82	81	81
RI	17	11	15	16	10	10	11	11
Inadequate	3	9	8	4	6	0	2	2
Total	173	151	140	131	125	116	116	116
% O & G	88.4%	86.8%	83.6%	84.7%	87.2%	91.4%	88.8%	88.8%

Ofsted - Free Schools and Academies - ALL SCHOOLS

	2016	2017	2018	2019	2020	2021	2022	Q1 (Jun)
Outstanding	17	21	22	20	17	17	18	18
Good	43	62	66	73	77	79	79	79
RI	2	2	6	8	10	10	11	10
Inadequate	1	2	9	11	14	20	18	19
No Ofsted Judgement	0	0	0	0	1	1	1	1
Total	63	87	103	112	119	127	127	127
% O & G	95.2%	95.4%	85.4%	83.0%	79.0%	75.6%	76.4%	76.4%

Ofsted - Free Schools and Academies - Inspected since conversion

	2016	2017	2018	2019	2020	2021	2022	Q1 (Jun)
% O & G	n/a	n/a	n/a	n/a	n/a	n/a	89.0%	89.0%

School Attendance

	2016	2017	2018	2019	2020	2021	2022	Q1 (Jun)
Primary	96.1%	96.0%	96.0%	96.0%	95.7%	96.3%	95.7%	95.2%
Middle	95.0%	94.4%	95.5%	96.0%	95.1%	94.8%	95.1%	94.8%
Secondary	95.2%	95.1%	94.7%	94.7%	93.7%	90.3%	92.0%	90.4%
PRU	n/a	n/a	n/a	n/a	n/a	65.4%	52.2%	51.8%
Special Schools	n/a	n/a	n/a	n/a	n/a	80.3%	84.6%	85.3%

National

	2016	2017	2018	2019	2020	2021	2022
Primary	96.0%	96.0%	95.8%	96.0%	n/a	n/a	n/a
Secondary	94.8%	94.6%	94.5%	94.5%	n/a	n/a	n/a

Missing Education

	2016	2017	2018	2019	2020	2021	2022	Q1 (Jun)
CME Under Investigation	n/a	n/a	78	204	169	191	372	395
CME Registered	90	56	40	36	53	41	5	6
CME Regd & Closed	n/a	n/a	116	134	158	123	54	53
EHE Registered	556	561	718	737	707	894	920	901
Permanent Exclusions	106	140	127	90	80	86	146	139

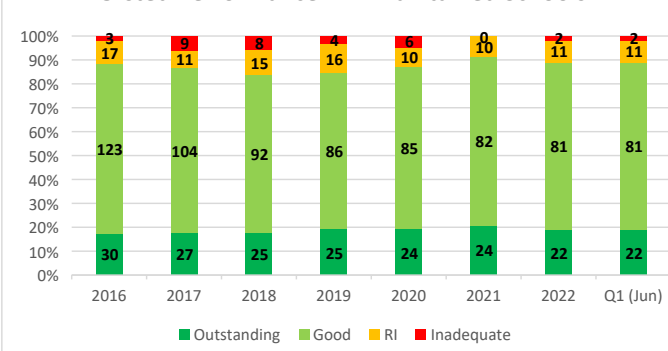
Not in Education, Employment or Training (NEET - 16 to 18 Year olds)

	Jun-16	Jun-17	Jun-18	Jun-19	Jun-20	Jun-21	Jun-22	Q1 (Jun)
Number of NEET	321	401	322	274	386	398	453	454
No. of Unknown NEET	122	119	129	118	126	133	136	143

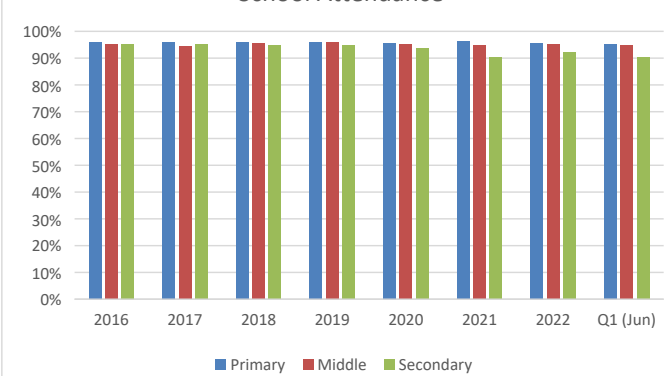
% School age Children Looked After with an up to date Personal Education Plan

	2016	2017	2018	2019	2020	2021	2022	Q1 (Jun)
% Up to Date	87%	75%	82%	81%	100%	100%	100%	100%
% Out of Date	13%	25%	18%	19%	0%	0%	0%	0%

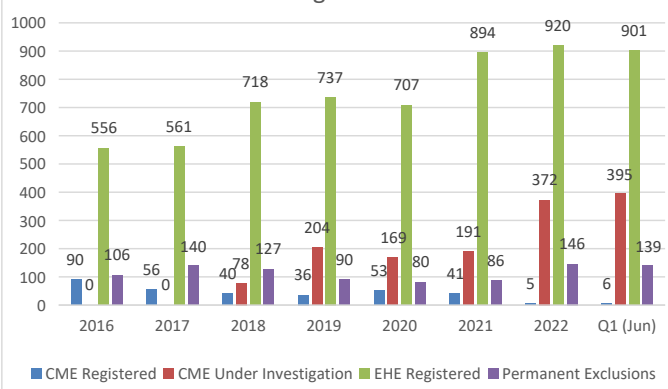
Ofsted Performance - LA Maintained Schools



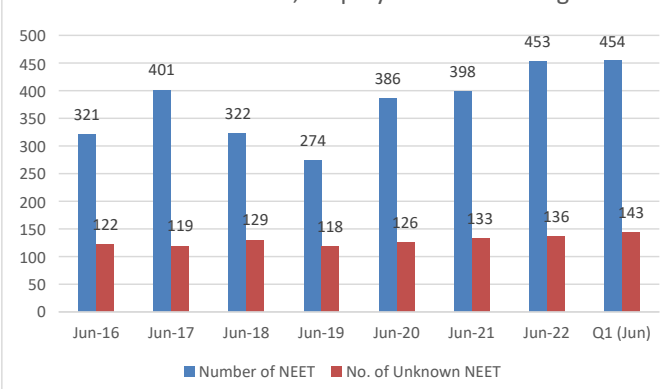
School Attendance



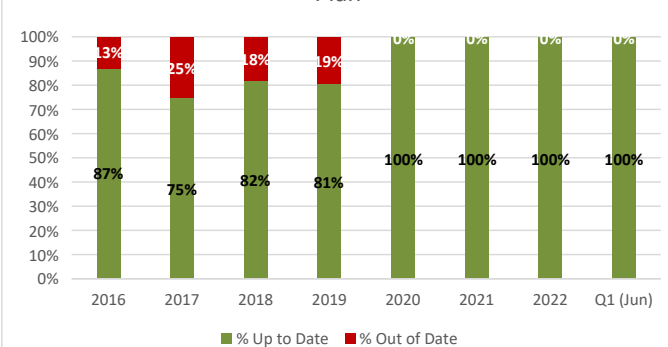
Missing Education



Not in Education, Employment or Training



% CLA with an up to date Personal Education Plan



Commentary**Ofsted Performance to June 2022 end**

As expected, routine Ofsted inspections recommenced from September 2021. Since September there have been 41 published inspection reports:

Improved from Inadequate to Good = 1
Improved from Requires Improvement to Good = 1
Retained Good or Outstanding = 30

Declined to Requires Improvement = 3
Declined to Inadequate = 4
Retained Requires Improvement = 2

Of the forty one inspections, 27 were of primary/first schools, 5 were of special schools, 7 were of secondary schools and 2 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, 31 referred to SEND provision. 27 of these references described positive SEND practice with 4 identifying SEND practice as an area requiring development. Each of these 4 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. 2021-22 has shown a drop in attendance across all phases of education and this is continuing into Q1. This is mainly due to wider mental health/anxiety issues in both students and families initially caused by the affects of the pandemic. Across the academic year, one in four children have less than 90% attendance (persistently absent) with 28 of our mainstream schools having less than 90% attendance (114 have less than 93%) and 15 of our Special Schools and PRU's having 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**

The 2022 data illustrates the highest recorded number of investigations for CME in Worcestershire, almost doubling from the previous year. Continued efforts to encourage schools, partners, external agencies and the public to utilise the centralised reporting mechanisms for the LA to identify, track, monitor and support CME are evident within this data. A further increase in CME reporting for 2022-2023 as schools ensure their adherence to refreshed statutory guidance is anticipated.

CME cases continue to remain more complex in nature, post covid, with children/YP. The longevity of required casework support, alongside increasing CME numbers continues to impact capacity.

The Missing Mondays multi agency forum continues to meet weekly to strategically support progression for the most complex CME cases and keep oversight of those children that move out of area but require tracking until destination identified. The forum aims to collectively secure the best outcomes for each vulnerable learner and lessen their days lost from education.

Elective Home Education (EHE)

The number of EHE pupils in Worcestershire at the end of the academic year 2022 was 920. Of these, 140 cases were registered as GRT EHE. This number showed a slight decrease in the number of children and young people registered as EHE. 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 at the end of the academic year 2022 was 146. Of these 26 were primary cases and 120 secondary. 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 of successful exclusion prevention interventions by schools.

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

Pre-Covid, NEET figures had been falling year on year through a 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 has remained due to a decreasing pool of provision for employment /training opps and young people who in cases are suffering severe mental health issues exacerbated by the pandemic's periods of lockdown and isolation. 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.

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.