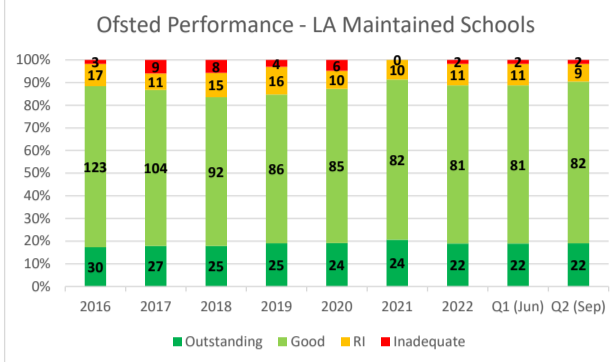


Ofsted Performance - % Good or Outstanding - All Schools by phase

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)	Q2 (Sep)
Primary	89%	88%	83%	83%	83%	83%	81%	81%	82%
Secondary	93%	96%	84%	84%	87%	87%	87%	89%	89%
Special	100%	100%	100%	100%	90%	90%	80%	80%	80%
Nursery	100%	100%	100%	100%	100%	100%	100%	100%	100%
PRU	100%	83%	83%	83%	83%	83%	83%	83%	83%
All Worcs.	90%	90%	86%	84%	84%	84%	82%	82%	83%
England	89%	89%	84%	86%	86%	86%	88%	88%	88%

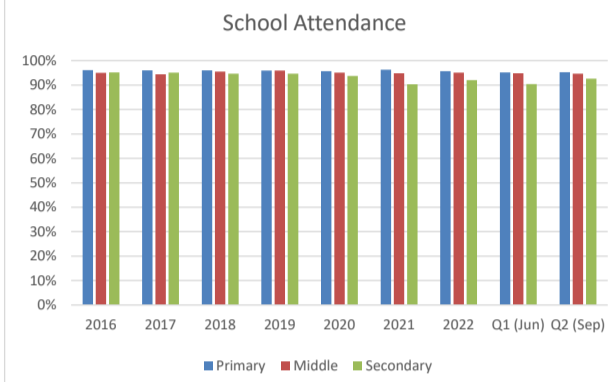


Ofsted grades - LA Maintained Schools

	2016	2017	2018	2019	2020	2021	2022	Q1 (Jun)	Q2 (Sep)
Outstanding	30	27	25	25	24	24	22	22	22
Good	123	104	92	86	85	82	81	81	82
RI	17	11	15	16	10	10	11	11	9
Inadequate	3	9	8	4	6	0	2	2	2
Total	173	151	140	131	125	116	116	116	115
% O & G	88.4%	86.8%	83.6%	84.7%	87.2%	91.4%	88.8%	88.8%	90.4%

Ofsted - Free Schools and Academies - ALL SCHOOLS

	2016	2017	2018	2019	2020	2021	2022	Q1 (Jun)	Q2 (Sep)
Outstanding	17	21	22	20	17	17	18	18	18
Good	43	62	66	73	77	79	79	79	80
RI	2	2	6	8	10	10	11	10	11
Inadequate	1	2	9	11	14	20	18	19	19
No Ofsted Judgement	0	0	0	0	1	1	1	1	1
Total	63	87	103	112	119	127	127	127	129
% O & G	95.2%	95.4%	85.4%	83.0%	79.0%	75.6%	76.4%	76.4%	76.0%



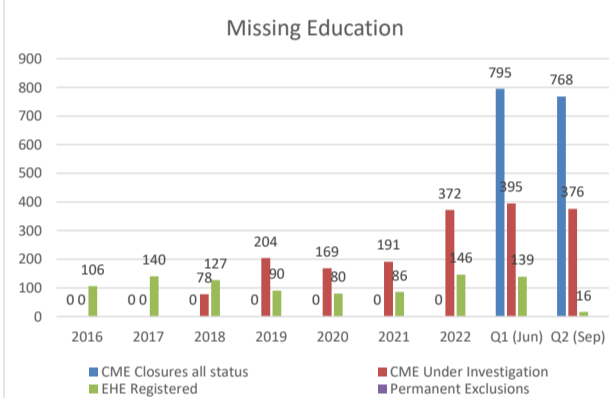
Ofsted - Free Schools and Academies - Inspected since conversion

	2016	2017	2018	2019	2020	2021	2022	Q1 (Jun)	Q2 (Sep)
% O & G	n/a	n/a	n/a	n/a	n/a	n/a	89.0%	89.0%	89.0%

School Attendance

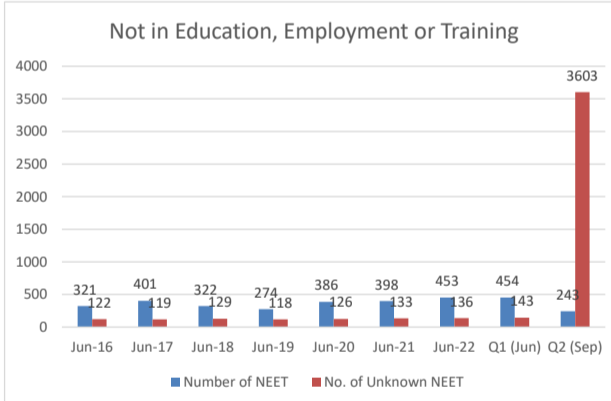
	2016	2017	2018	2019	2020	2021	2022	Q1 (Jun)	Q2 (Sep)
Primary	96.1%	96.0%	96.0%	96.0%	95.7%	96.3%	95.7%	95.2%	95.3%
Middle	95.0%	94.4%	95.5%	96.0%	95.1%	94.8%	95.1%	94.8%	94.7%
Secondary	95.2%	95.1%	94.7%	94.7%	93.7%	90.3%	92.0%	90.4%	92.6%
PRU	n/a	n/a	n/a	n/a	n/a	65.4%	52.2%	51.8%	58.1%
Special Schools	n/a	n/a	n/a	n/a	n/a	80.3%	84.6%	85.3%	87.9%

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



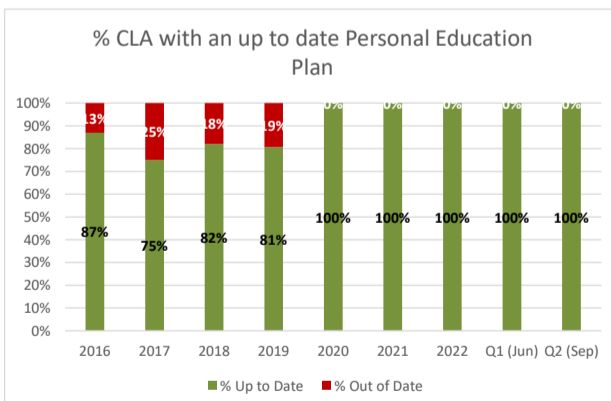
Missing Education

	2016	2017	2018	2019	2020	2021	2022	Q1 (Jun)	Q2 (Sep)
CME Under Investigation	n/a	n/a	78	204	169	191	372	395	376
CME Closures all status	n/a	n/a	n/a	n/a	n/a	n/a	n/a	795	768
EHE Registered	556	561	718	737	707	894	920	901	943
Permanent Exclusions	106	140	127	90	80	86	146	139	16



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)	Q2 (Sep)
Number of NEET	321	401	322	274	386	398	453	454	243
No. of Unknown NEET	122	119	129	118	126	133	136	143	3603



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

	2016	2017	2018	2019	2020	2021	2022	Q1 (Jun)	Q2 (Sep)
% Up to Date	87%	75%	82%	81%	100%	100%	100%	100%	100%
% Out of Date	13%	25%	18%	19%	0%	0%	0%	0%	0%

Commentary**Ofsted Performance to September 2022 end (New academic year)**

Since September 2022 there have been 8 published inspection reports:

Improved from Inadequate to Good = 0
Improved from Requires Improvement to Good = 3
Retained Good or Outstanding = 3

Declined to Requires Improvement = 1
Declined to Inadequate = 0
Retained Requires Improvement = 1

Of the eight inspections, 6 were of primary/first schools, 2 were of secondary schools.

In addition to this there have been inspections with positive outcomes since the start of term, which are yet to be published.

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 rapid improvement journey. Further support includes coaching, leadership development and learning and teaching support.

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, all 8 referred to SEND provision. 5 of these references described positive SEND practice with 3 identifying SEND practice as an area requiring development. Each of these 3 schools are working proactively with the School Improvement Team to rapidly 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. 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 21/22 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. These issues have continued into the new academic year (2022/23). 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 Q2 snapshot data continues to illustrate an increase of reported CME in Worcestershire (376), in comparison to previous years. A further 768 CME cases were successfully closed in the same Q2 period. Continued efforts to encourage schools, partners, external agencies and the public to utilise the centralised reporting mechanisms to enable the LA to uphold its statutory duties to identify, track, monitor and support CME are evident within this data.

CME cases continue to remain more complex in nature, post pandemic, and the longevity of required casework support, alongside increasing CME numbers continues to impact available capacity and timescales.

A further increase in CME reporting for 2022-2023 as schools ensure their adherence to new statutory guidance is anticipated. This will further impact upon demand.

Elective Home Education (EHE)

The number of EHE pupils in Worcestershire currently stands at 944, which is still a slight increase on previous years. Of these, 120 cases are registered as GRT EHE. This number has slightly decreased from that at the end of the Summer term 2021-22. 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. We have seen an increase in more complex cases, involving participation with multi-agency meetings which is having a direct impact on capacity. We have seen a rise in the number of Year 11 students choosing to register as EHE, this figure continues to be monitored.

Exclusions

The number of permanent exclusions this academic year 2022-23 currently stands at 16. Of these 4 were primary cases and 12 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 they 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. WVS quality assures various aspects of the PEP process and content. The quality of PEPs will take a significant boost through the pending introduction of a full Quality Assurance system by developing a bespoke RAG rating system within Welfare Call which prompts actions from identified parties.

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. PPP support for students in FE Colleges has been enhanced over 2021-22 (Oct-March) & 2022-23 (Sept-July) by WVS being successful in bidding to take part in The Pupil Premium Plus (PP+) Post-16 pilot, which responds to the need for additional financial support by testing proof of concept of extending PP+ support to looked-after children and care leavers in general FE colleges

Pupils Causing Concern

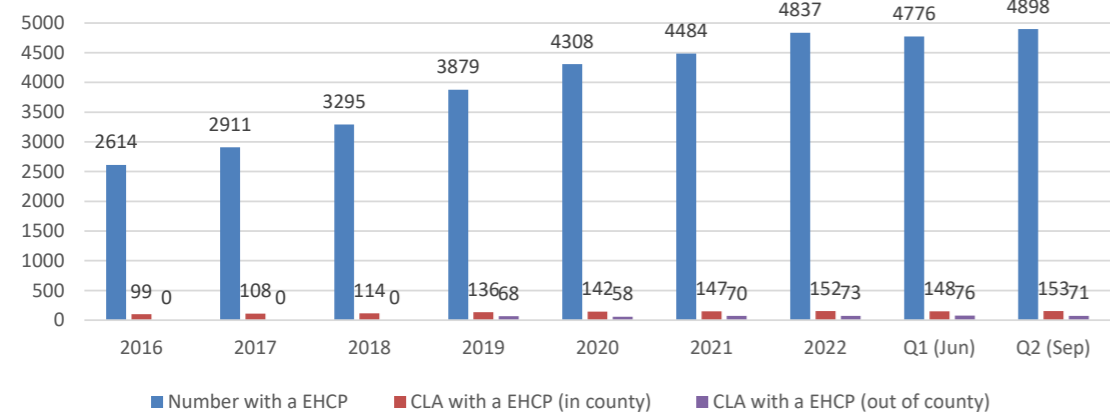
There are regular meetings with Social Care to discuss pupils at risk of CME, less than 25 hours of education and those where there is a delay in placing in school provision. Termly pupil progress meetings are held within WVS, which focus on pupils who are not making progress against their own challenging 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.

The quality of PEPs will take a significant boost through the pending introduction of a full Quality Assurance system by developing a bespoke RAG rating system within Welfare Call which prompts actions from identified parties.

Children with a Education Health Care Plan

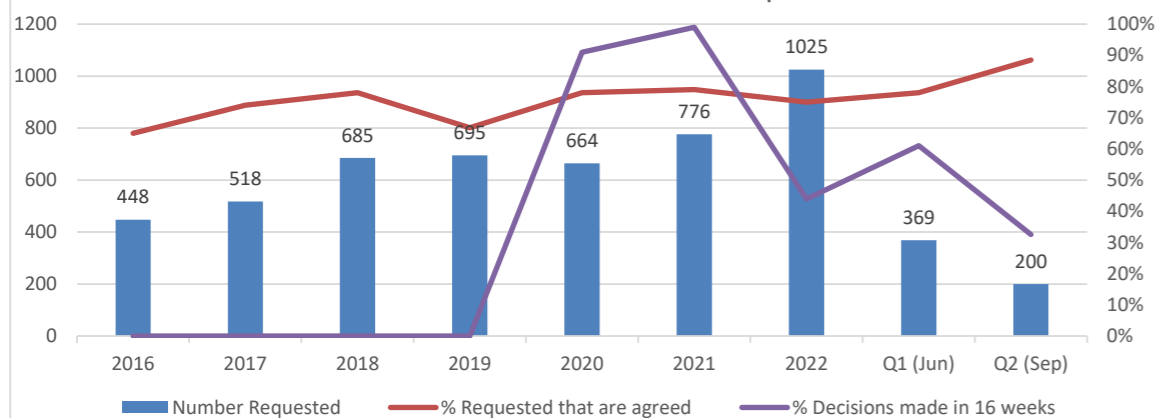


Children with a Education Health Care Plan (EHCP)

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)	Q2 (Sep)
Number with a EHCP	2614	2911	3295	3879	4308	4484	4837	4776	4898
CLA with a EHCP (in county)	99	108	114	136	142	147	152	148	153
CLA with a EHCP (out of county)	n/a	n/a	n/a	68	58	70	73	76	71
CIN with a EHCP	n/a	n/a	n/a	74	113	65	119	123	113
CPP with a EHCP	n/a	n/a	n/a	16	22	24	38	32	37
EH plans with a EHCP	n/a	n/a	n/a	43	0 (covid)	31	31	34	44

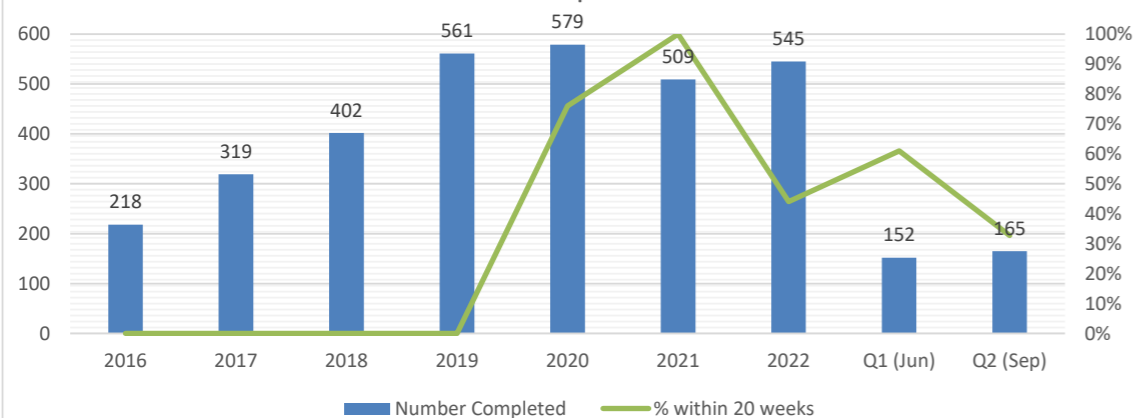
New Education and Health Care plans



New Education and Health Care Plans (Statutory Timescales minus exceptions)

	2016	2017	2018	2019	2020	2021	2022	Q1 (Jun)	Q2 (Sep)
Number Requested	448	518	685	695	664	776	1025	369	200
% Requested that are agreed	65%	74%	78%	67%	78%	79%	75%	78%	89%
% Decisions made in 16 weeks (minus exceptions)	n/a	n/a	n/a	n/a	91%	99%	44%	61%	33%

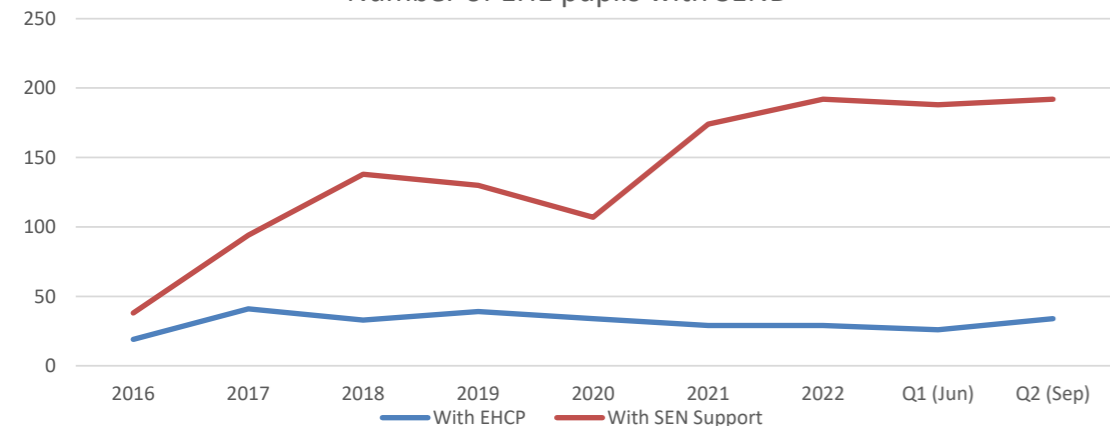
Number of EHCP completed and timeliness



Number of EHCPs completed and % within 20 weeks (Statutory Timescales minus exceptions)

	2016	2017	2018	2019	2020	2021	2022	Q1 (Jun)	Q2 (Sep)
Number Completed	218	319	402	561	579	509	545	152	165
% within 20 weeks (minus exceptions)	n/a	n/a	n/a	n/a	76%	100%	44%	61%	33%

Number of EHE pupils with SEND



Number of Elective Home Educated pupils with SEND

	2016	2017	2018	2019	2020	2021	2022	Q1 (Jun)	Q2 (Sep)
With EHCP	19	41	33	39	34	29	29	26	34
With SEN Support	38	94	138	130	107	174	192	188	192

Commentary

Number of EHCP's

There continues to be increased demand and as expected the numbers of children with an EHCP as at Quarter 2 has already exceeded the 2022 number. The analysis of children and young people with additional needs, identified as Children looked After (CLA) in and out of county, subject to a Child Protection Plan (CPP), Children in Need (CIN) and Early Help (EH) remains fairly consistent.

EHCP's requested and timeliness

As previously reported the number of EHC needs assessments requested continues to increase. The number of EHC needs assessments that have been agreed over the last 2 years as a percentage is fairly consistent and in line with the national average. However as can be seen there has been an increase in quarter 2 which will be further analysed to understand the reasons for this.

The performance over the last quarter of decisions being made within 16 weeks and the % of assessments completed within 20 weeks has reduced. This was expected due to the increased demand and the capacity of Educational Psychologists and health colleagues to, meet the demand, within the required statutory timescales. For Educational Psychologists (EP) a number of actions have been taken and a recovery plan is in place. This includes increasing the EP establishment i.e. by 1 senior EP, 5 Main Grade EP's and 3 Assistant EP's.

There are concerns regarding the health systems ability and capacity to meet the ongoing demands and the impact of increasing waiting lists for children to be seen by health colleagues. This is compounded by the issues relating to carenotes, the Trust's electronic patient record system. This issue has affected several Trusts across the country who use Carenotes. Carenotes continues to be unavailable, health colleagues have reported that this prevents them accessing patient notes which has a significant impact on the quality of advice provided. This issue has been escalated to senior managers within the Trust who have been asked to evidence the recovery plan to address this issue.

The delay in Educational Psychologists and health advice being received places pressure on the SEND team to review the advice, make a decision and issue the plan within statutory timescales.

Commentary

Elective Home Educated Children with SEND

The number of children with an EHCP who are electively home educated (EHE) has increased since the last quarter. However the numbers are generally consistent year on year. This will continue to be monitored and individual reasons analysed to understand the reasons for the return to school following a period of home education.