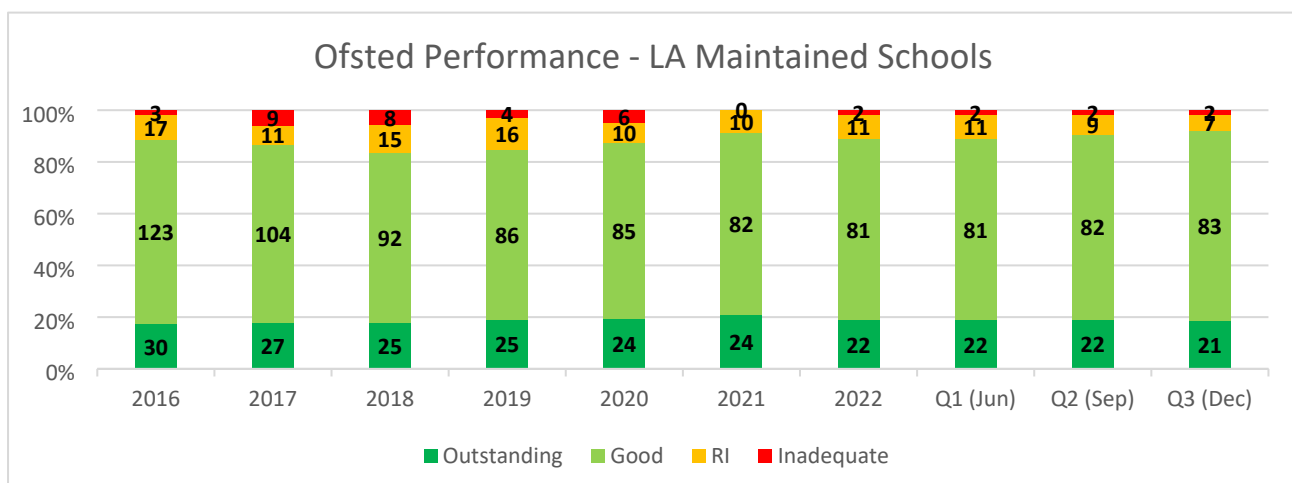
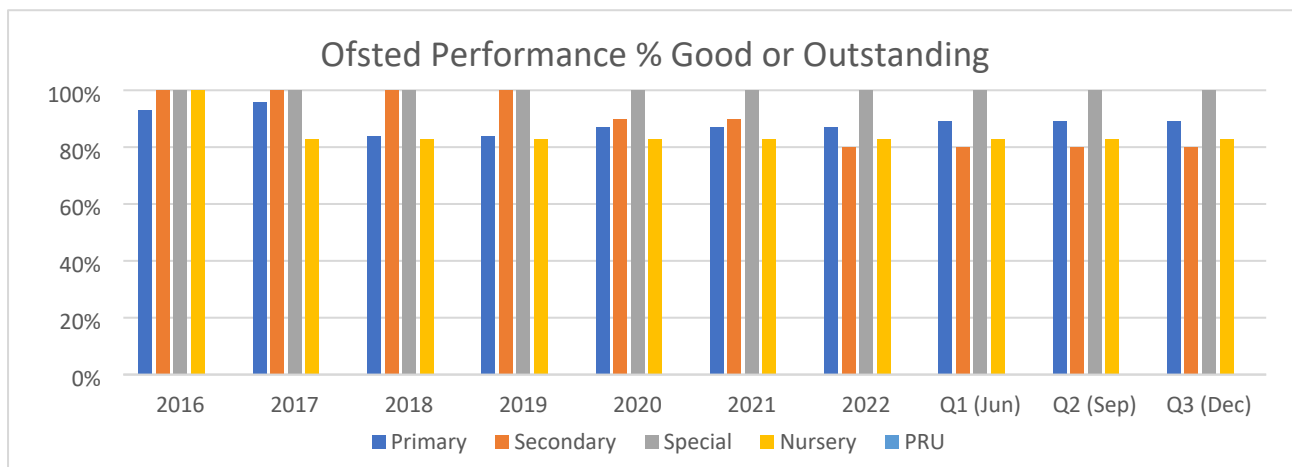


Ofsted Performance



Ofsted Commentary for Academic year Sept 2022 to Dec 2022

During the Autumn term there were 27 school inspections for whom the reports have been published:

4 schools improved from previous inspection outcomes; 3 schools improved from Requires Improvement to Good, and 1 school improved from Good to Outstanding.

17 schools retained Good.

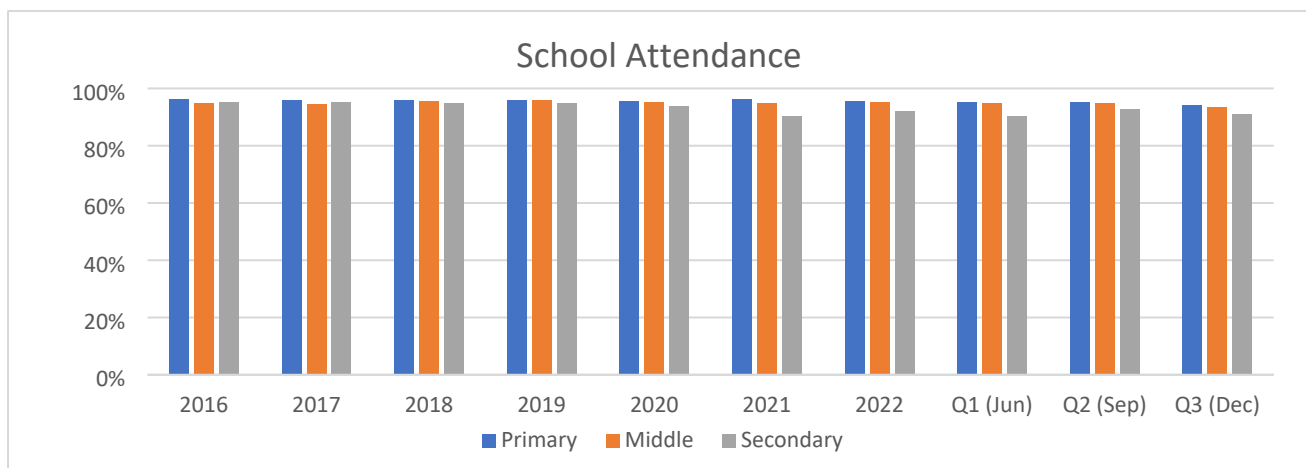
6 schools declined from previous inspection outcomes; 2 schools declined from Outstanding to Good, 1 school declined from Outstanding to Requires Improvement, and 3 schools declined from Good to Requires Improvement.

Of the twenty-seven inspections, 22 were of primary/first schools, 2 of middle schools and 3 of secondary schools.

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 still see 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, 26 referred to SEND provision. 24 of these references described positive SEND practice with 2 identifying SEND practice as an area requiring development. Each of these 2 schools are working proactively with the School Improvement Team to rapidly improve their practice.

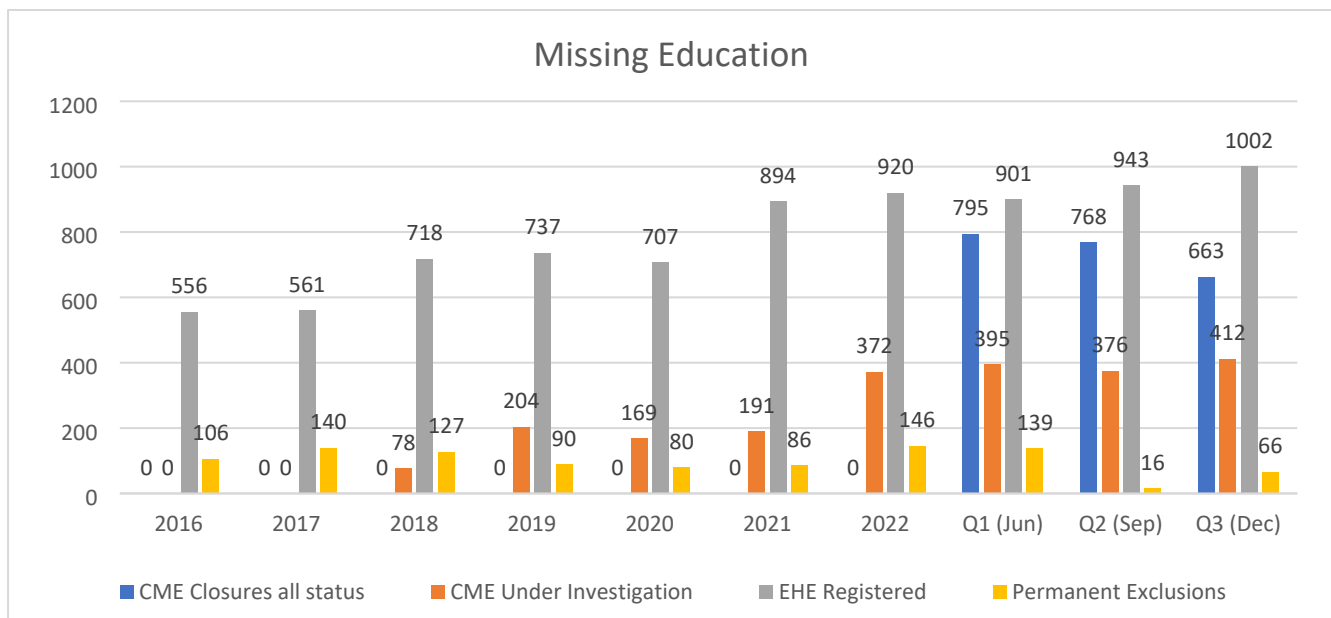
School Attendance



Attendance Commentary

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 showed a drop in attendance across all phases of education and this was mainly due to wider mental health/anxiety issues in both students and families initially caused by the effects of the pandemic. Across the 21/22 academic year, one in four children had 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) with similar levels of persistent and severe absence (below 50% attendance). In September 2022 the 'Working together to Improve School Attendance' DfE guidance was published and 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. We are working with the DfE Advisor for Attendance to develop our attendance strategy and testing different arrangements with schools and groups of schools to improve attendance

Missing Education



Missing Education Commentary

Children Missing Education

The Q3 snapshot data continues to illustrate an increase of reported CME in Worcestershire (412), in comparison to previous years. A further 663 CME cases were successfully closed in the same 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 impacting the longevity of required officer casework support.

A continued increase in CME reporting for 2022-2023 as schools ensure their adherence to new guidance is anticipated.

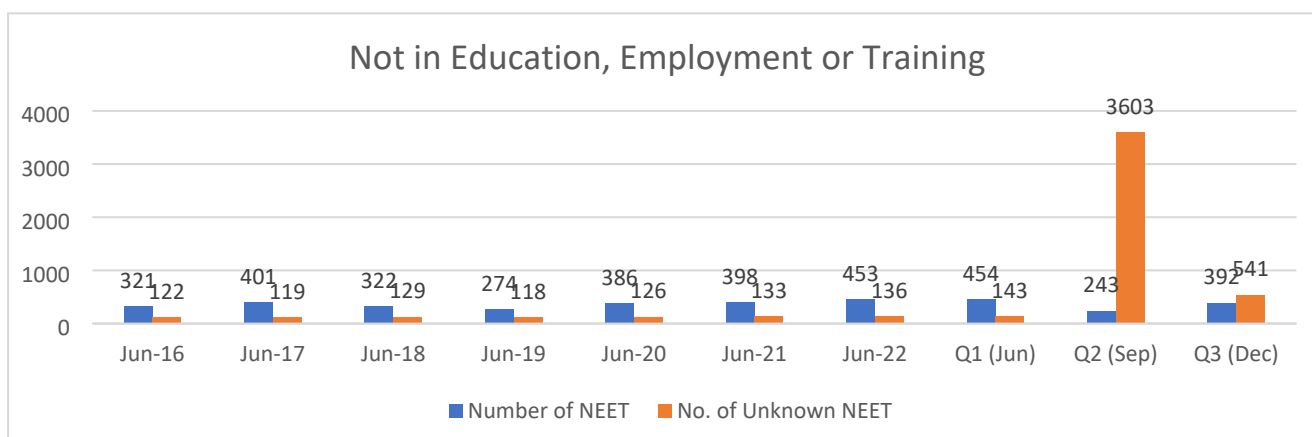
Elective Home Education (EHE)

The number of EHE pupils in Worcestershire currently stands at 1002, which is an increase on previous years. Of these, 146 cases are registered as GRT EHE. This number is similar 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 approaches to ensuring appropriate EHE or return to school.

Exclusions

The number of permanent exclusions this academic year 2022-23 currently stands at 66. Of these 7 were primary cases, 53 secondary and 6 at special schools. 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.

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

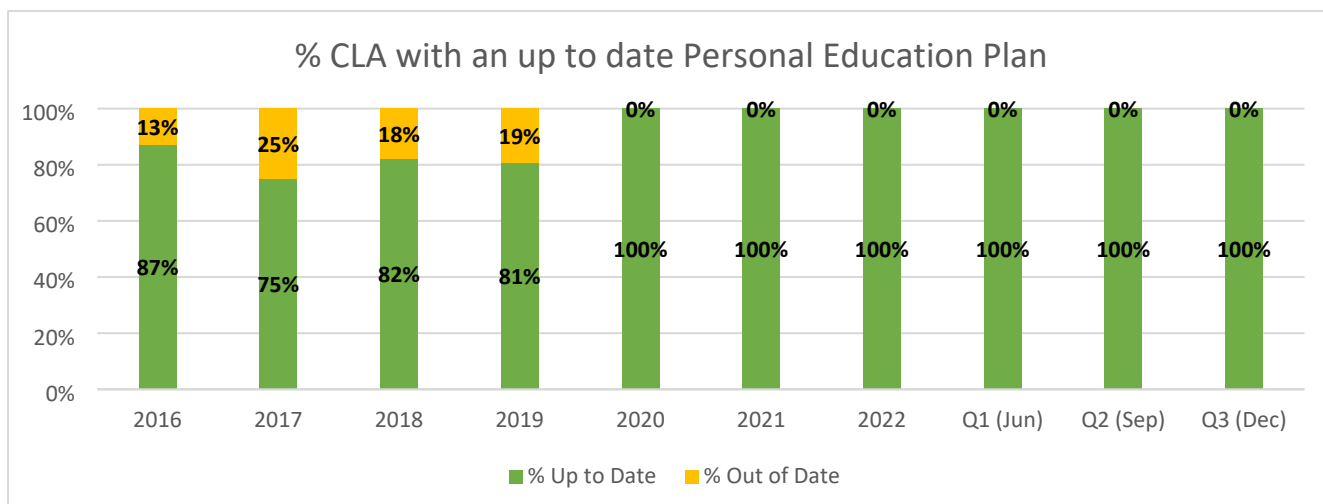


NEET Commentary

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 it also affected the 2021/22 academic year with Q4 continuing to show higher NEET figures. 2022/23 has seen a further increase in NEET and this is due to a number of reasons: a decreasing pool of provision for employment /training opportunities due to ESF funding changes; the continued impact on young people from mental health issues exacerbated by the pandemic's periods of lockdown and isolation; a noticeable challenge in parents struggling to support children to access post 16 learning/opportunities; whilst 16+ learning providers themselves are reporting increasing numbers of young people not ready for college due to behaviour and immaturity. The WCF NEET team and WCC Employment and Skills staff are collaborating to understand these trends and 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 establishes what is happening are flagged as 'unknown status'. This means at the beginning of each academic year 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.

Children Looked After



Children Looked After Commentary

Pre-School and Statutory School Age Personal Education Plan

All CLA Pre-school to Year 11 (in and out of county) receive three Personal Education Plan (PEP) contacts each year, organised and facilitated by WCF Virtual School Learning Advocates. The PEP meeting is undertaken via Microsoft Teams or face to face, 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 to 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 Worcestershire Virtual School (WVS) pupil progress meetings. Since 2020, 100% of PEPs have been consistently completed. 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 WVS and support / guidance. WVS 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, which is the Post-16 equivalent of a PEP. The rate of PPP completion each term is 100%. These are facilitated by WVS Post 16 Learning Advocates. 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 partners including schools and 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.

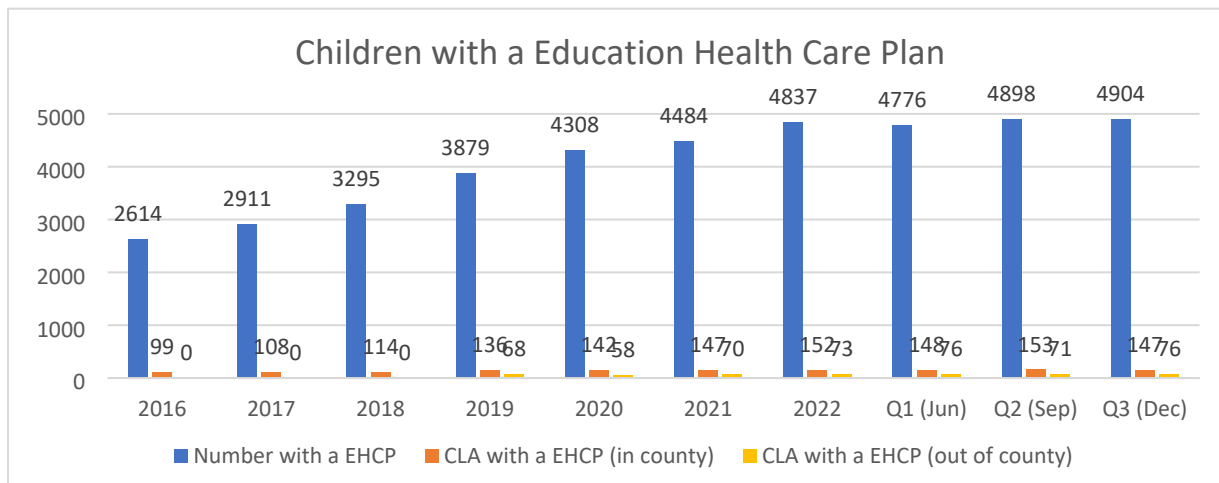
Quality Assurance

Half-termly quality assurance activities focus on specific groups of CLA or themes, these reflect the priorities within the Virtual School Improvement Plan. The VSHT and VS Education Co-ordinator attend PEP/PPP meetings on a regular basis to offer support, advice and guidance to WVS Learning Advocates and to monitor the quality of the interaction.

Autumn 2022-23 saw the introduction of a process for Schools/Settings of Concern (including a new CLA/CSW Quality Assurance Audit). The associated Audit tool is also available to settings who wish to carry out a self-evaluation to improve their provision for our cohorts, including the PEP process.

The quality of PEPs has improved through the introduction (Autumn 2022-23) of a full Quality Assurance RAG rating system (and associated criteria) within Welfare Call which prompts actions from identified parties in education and social care.

Children with SEND

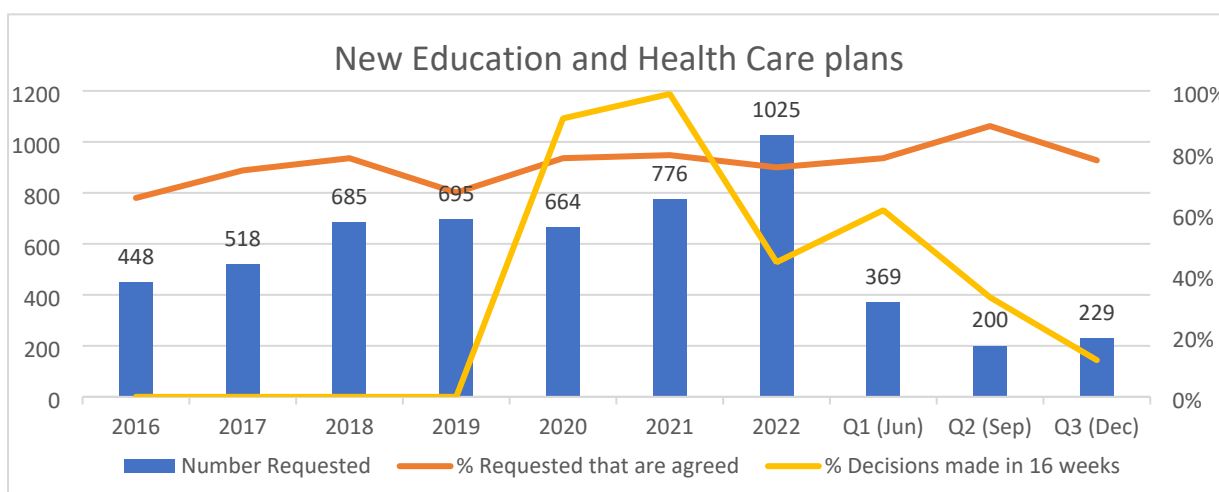


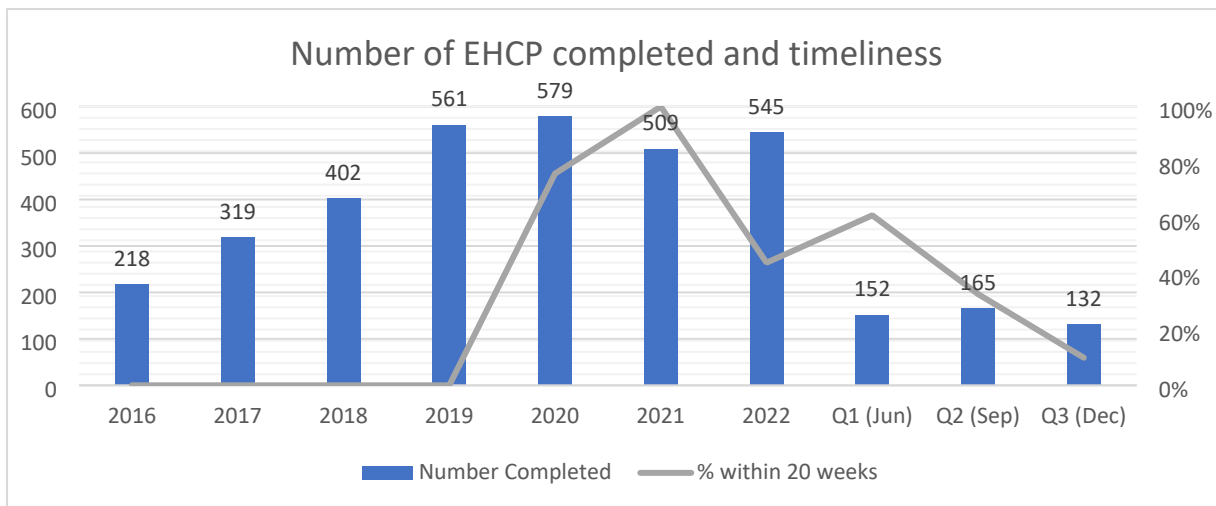
Commentary for Number of EHCP's

Although the overall numbers of EHCPs have increased slightly we continue to see a high demand. There are two reasons for there being a slight increase, firstly work has started over the last quarter to ensure that plans that needed to be ceased have been. The second reason is that the number of plans finalised over the last quarter has decreased, the reasons for this are detailed below.

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





Commentary for 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. 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 (an assessment cannot be drafted, and a plan issued without the Psychological advice and health advice where needed).

For Educational Psychologists (EP) a number of actions have been taken and a recovery plan is in place which has already evidenced some improvements in terms of timeliness. A number of staff that have made up the increased establishment have now started. However, to meet the demand we are still having to use Locum Educational Psychologists. In addition, there has been an increase in establishment of six SEND Case Work Officers. Three new staff have recently started and further three will be joining us over the next couple of months. As previously reported, 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 was compounded by the issues relating to care notes, the Trust's electronic patient record system. Care notes has recently become available. The delays in receiving health advice for EHCNA has been escalated to senior health colleagues.

As a result, an EHCP Action Plan was presented by the Associate Director, Children Young People and Families and Specialist Primary Care to the Integrated Commissioning Executive Officers Group (ICEOG) in January 2023. The purpose was to provide an update on the development and progress of the recovery plan to address the current non-compliance for Education, Health and Care assessments. The work force requirement to address the backlog and demand was discussed and agreement was given for the following additional staffing:

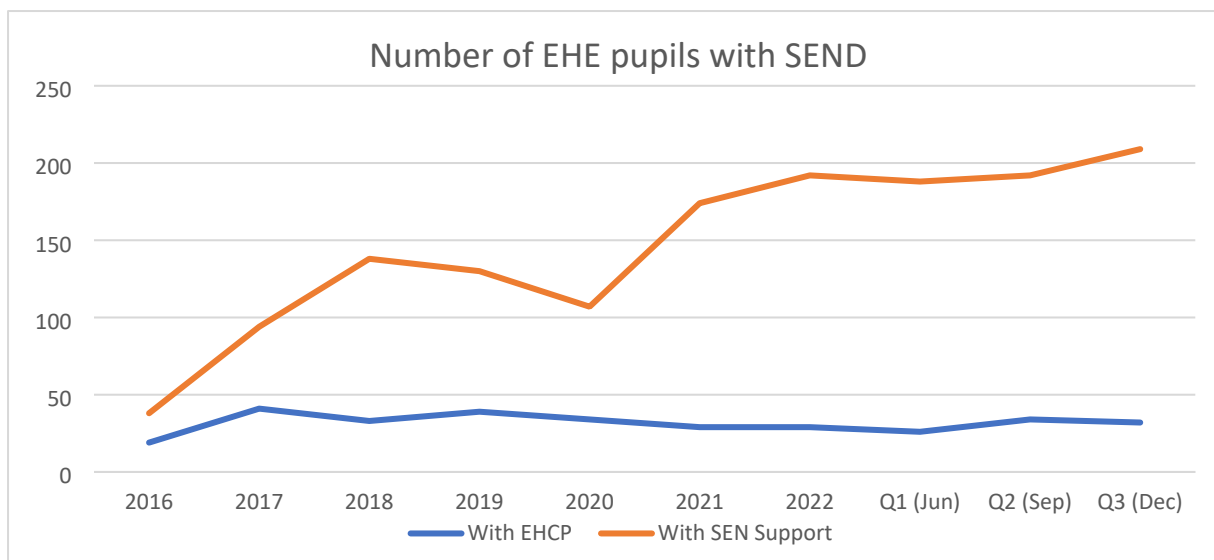
Occupational Therapies – 37.5 hrs

Physiotherapist – 37.5 hrs

Community Paediatrician – 4 hrs

The trust has committed to ensuring that the backlog of health advice is completed by the end of April 2023.

Elective Home Educated Children with SEND



Commentary for Elective Home Educated Children with SEND

The number of children with an EHCP who are electively home educated (EHE) has decreased by 2 since the last quarter. However, the numbers are generally consistent year on year. As can be seen there has been an increase in the number of children that are EHE with SEN support. 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.