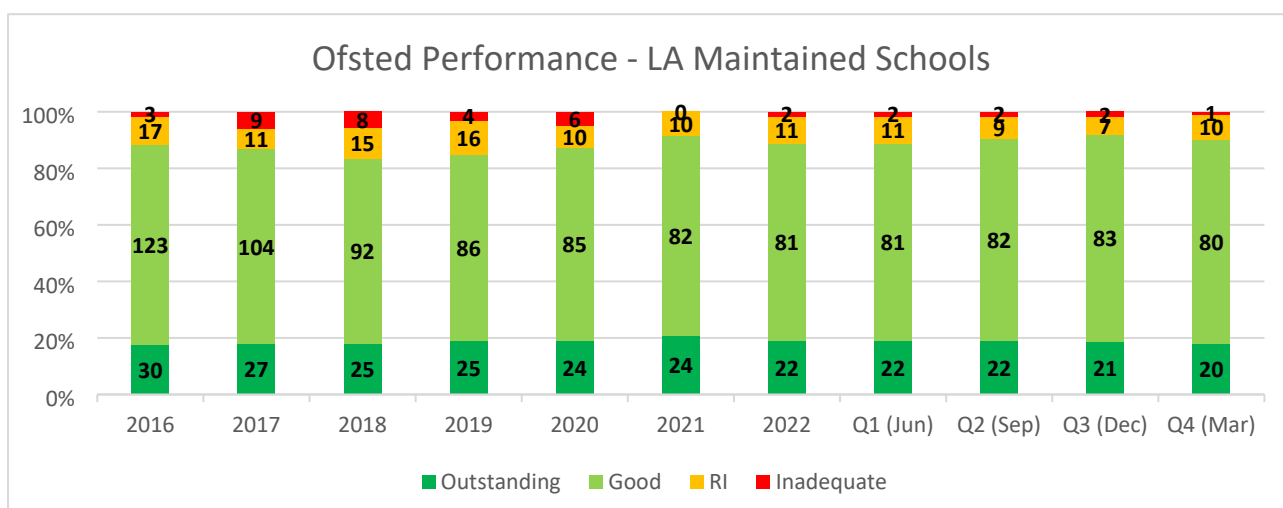
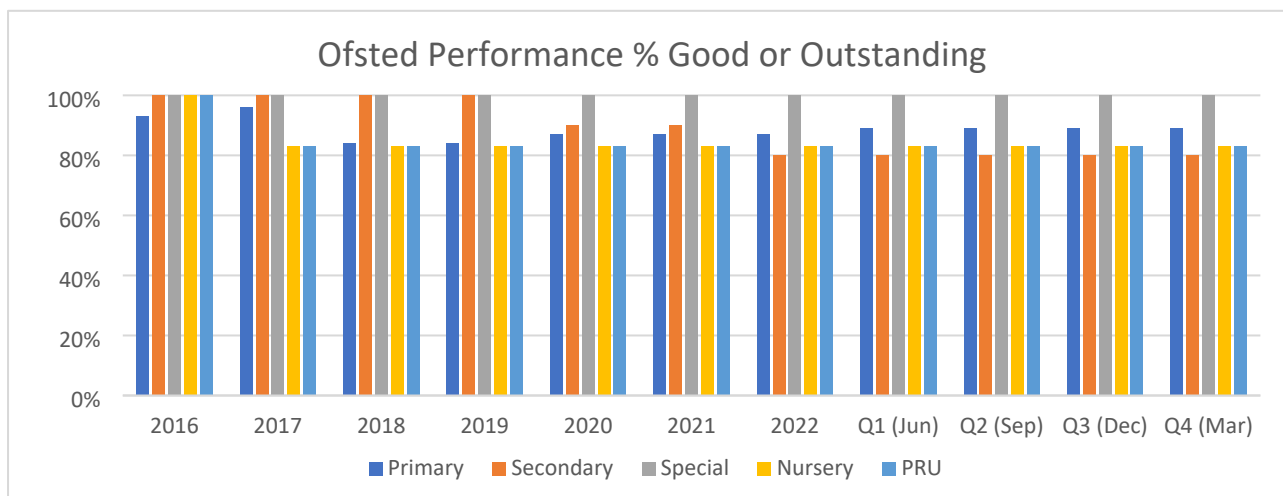


## Ofsted Performance



### Ofsted Commentary for Academic year Sept 2022 to Mar 2023

Since September 22 there have been 56 school inspections for whom 44 reports have been published to date:

9 schools improved from previous inspection outcomes; 4 schools improved from an inadequate Ofsted judgement to Good or Requires Improvement, 4 schools improved from Requires Improvement to Good, and 1 school improved from Good to Outstanding.

1 school retained Outstanding

32 schools retained Good.

13 schools declined from previous inspection outcomes; 5 schools declined from Outstanding to Good, 1 school declined from Outstanding to Requires Improvement, 5 schools declined from Good to Requires Improvement, 2 schools declined from Good to Inadequate.

There was 1 monitoring visit that took place, where the school was judged as 'Taking Effective Action'

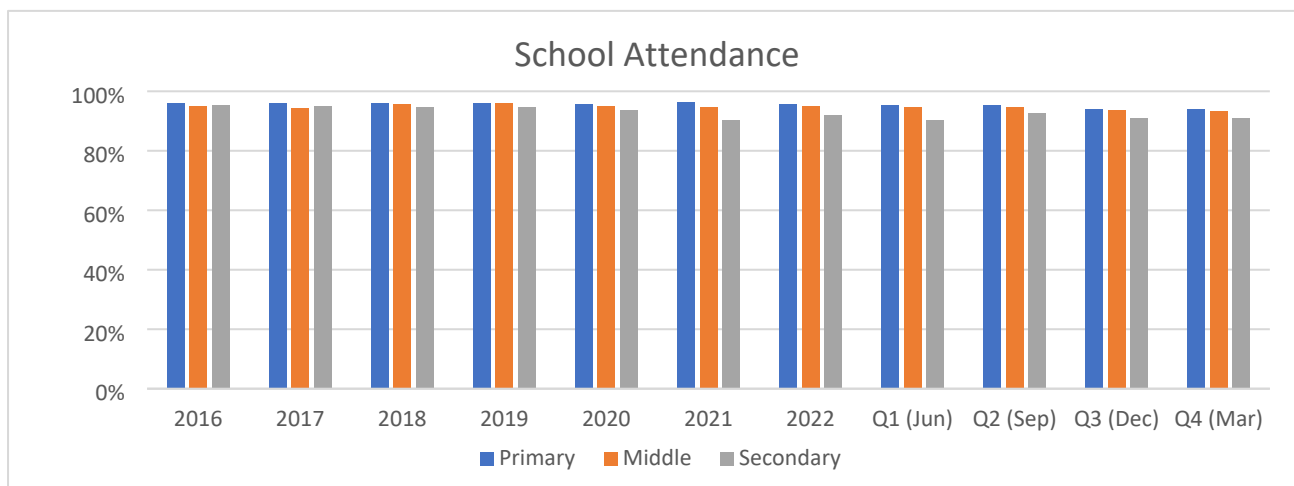
Of the fifty-six inspections, 43 were of primary/first schools, 3 of middle schools, 8 of secondary schools, 1 of a special school and 1 of an all through school.

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 44 reports published to date this academic year, 43 referred to SEND provision. 40 (93%) 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.

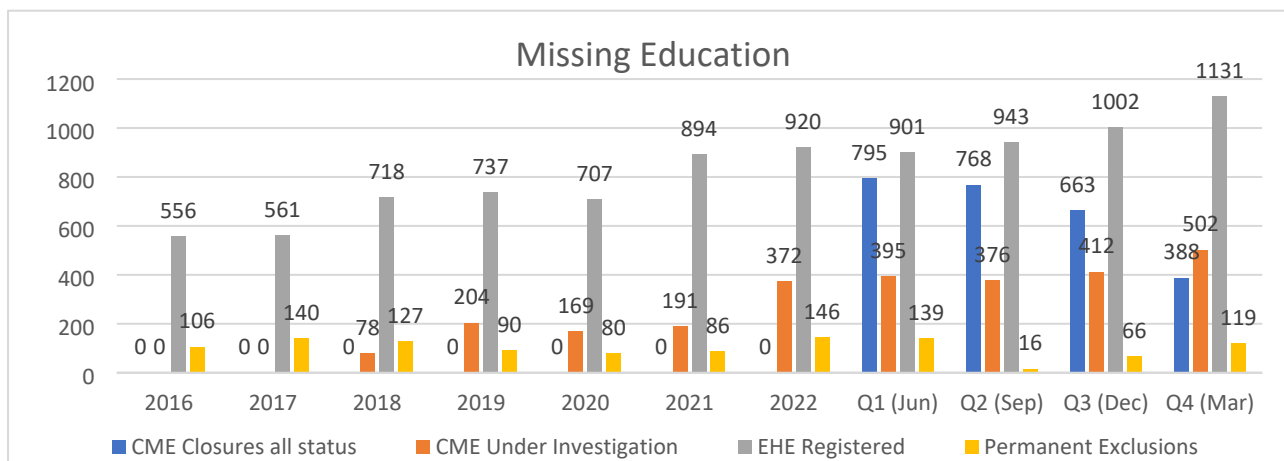
## School Attendance



## Attendance Commentary

Pre-Covid, year on year, attendance had been broadly 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) across the phases although Secondary has been the most affected out of the three especially with severe absence. In September 2022 the 'Working together to Improve School Attendance' DfE guidance was published, building upon existing duties it requires schools and LA's and partners to prioritise and focus 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



## Children Missing Education

The Q4 snapshot data continues to illustrate an increase of reported CME in Worcestershire (502), the highest ever recorded number in comparison to previous quarters or years. A further 388 CME cases were successfully closed in the same quarter with officers successfully supporting a return to education in each case. 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 CME officer casework and safeguarding support.

A continued increase in CME reporting for 2023-2024 as schools ensure their adherence to new guidance is anticipated.

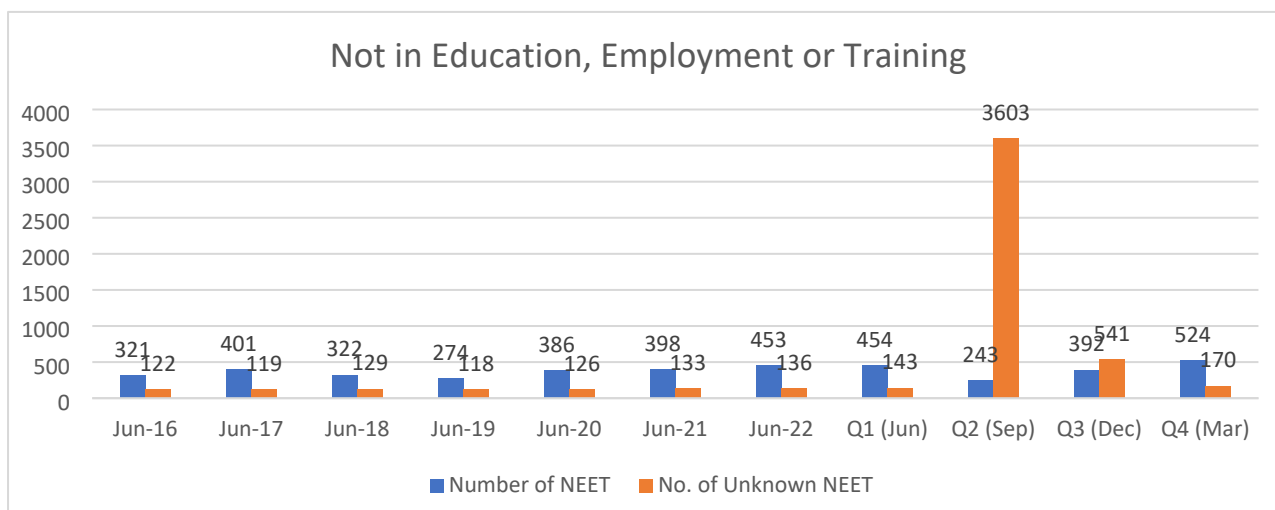
## Elective Home Education (EHE)

The number of EHE pupils in Worcestershire was 1131 at the end of Q4, which is an increase on previous years. Of these, 199 cases are registered as GRT EHE. This is showing as a further increase compared to the previous academic year. 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. We are still experiencing cases of Year 11 students electing to home educate, which are being scrutinised via the triage process, with challenge offered to Schools if this is deemed inappropriate.

## Exclusions

The number of permanent exclusions this academic year 2022-23 currently stands at 119. Of these 12 are primary cases and 107 Secondary. We have prevented 25 permanent exclusions through our recent work with schools who are now starting to contact the team at the point of a decision being made. 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. Updated Exclusion guidance has allowed us to encourage schools to make decisions more jointly and we are working closely with Social Care to ensure the education engagement is factored into the child's plan.

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



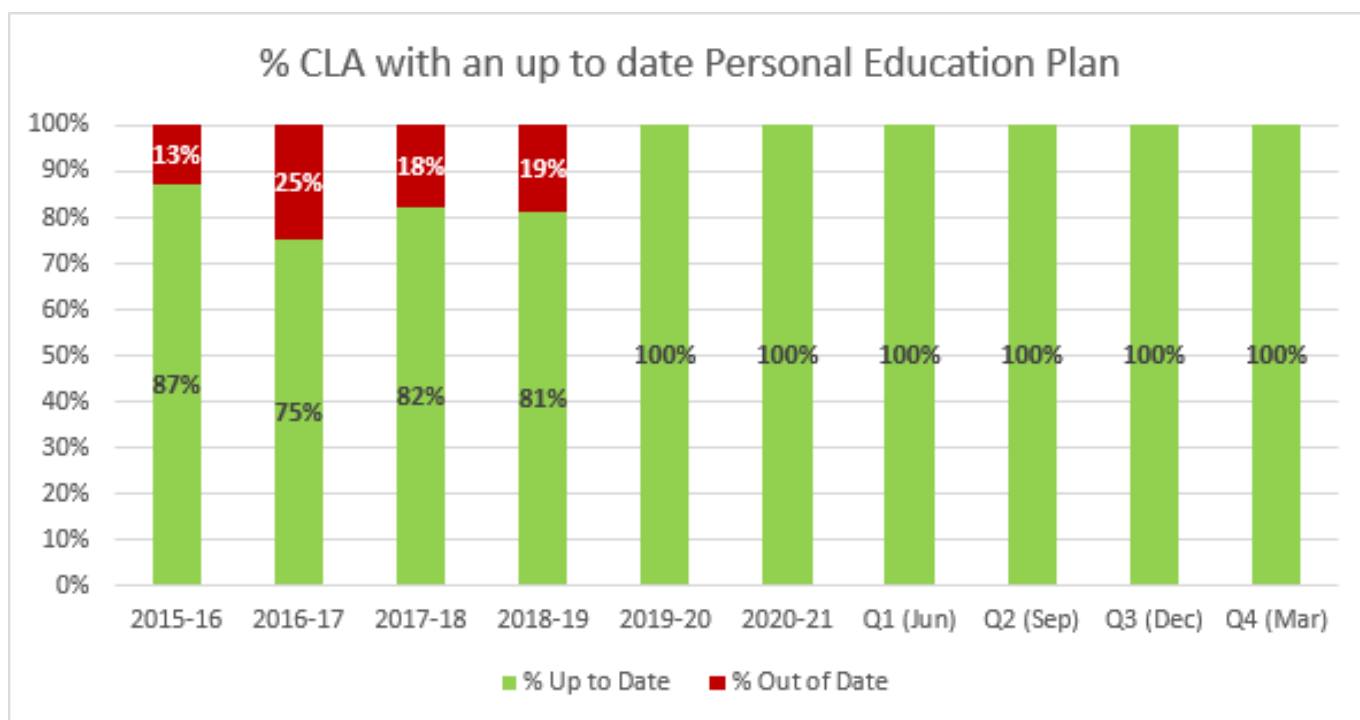
## NEET

Pre-Covid, NEET figures had been falling year on year through a focus of resources by the NEET team and 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 and the 2021/22 academic year. 2022/23 has seen a further increase in NEET to some of the highest levels on record 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 increase in parents not encouraging their 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 where possible.

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

### Pre-School and Statutory School Age Personal Education Plans (PEPs)

All CLA from 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 school/setting's 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, for instance in complex cases or when transitions are imminent.

Since 2019-20, 100% of PEPs have been consistently 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.

### 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%.

PPPs 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 and 2023-24 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. Specific protocols are in place for each type of concern, such as CME. In addition to ongoing regular supervision meetings with staff to discuss pupils causing concern, formal pupil progress meetings are held termly within WVS which focus on pupils who are not making expected progress against their own challenging targets. These discussions result in individual plans of action for prioritised CLA.

### **Quality Assurance**

In January 2023 Worcestershire Virtual School significantly improved the quality assurance of PEPs by introducing a RAG rating using a consistent moderation framework. This has improved the quality of PEPs and given DTs clear, practical guidance on producing a high-quality document for the benefit of our children. RAG ratings also provide quality assurance feedback which prompts actions from identified parties in education and social care. Spring Term outcomes (first wave of RAG rated PEPs):

- 897 PEPs completed from EYFS to Post 16:
  - 85% Green (766 PEPs, from 322 settings)
  - 12% Amber (107 PEPs, from 68 settings)
  - 3% Red (24 PEPs, from 23 settings)

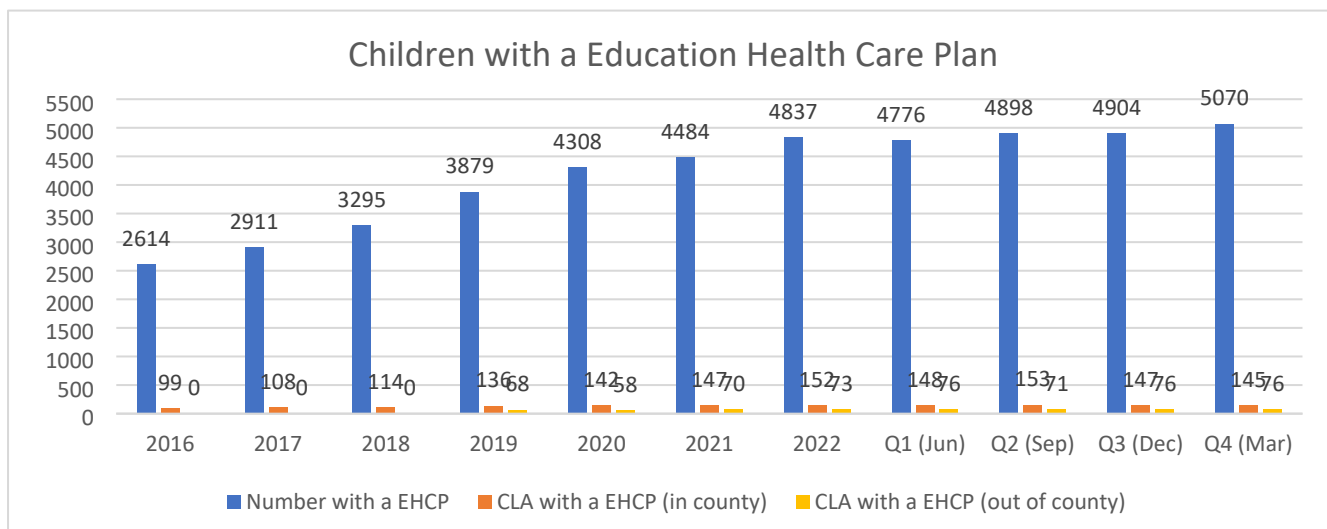
Autumn 2022-23 saw the introduction of a protocol for evaluating and acting upon any schools/settings of concern (including a new CLA/CSW Quality Assurance Audit). The audit is carried out with any school/setting of concern, whether concerns are raised by Ofsted, carers, partners or the virtual school itself. The associated Audit tool is also available to settings who wish to carry out a self-evaluation to improve their provision for our cohorts.

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.

Worcestershire Virtual School produces a termly Self Evaluation Form (capturing progress against Key Performance Indicators) & a Strategic Improvement Plan (to span the academic year). These are quality assured by leaders within WCF and by the Virtual School Governing Board, which meets half termly.

Complimenting these, since September 2022 each strand of the virtual school's strategic work (such as Safeguarding, SEND, etc.) has a detailed 'A3 Plan' to capture the 'current state' and 'preferred future' with objectives to reach this future state. A3 Plans are owned by the relevant strategic lead. These are regularly scrutinised by the Virtual School Headteacher and linked governors to monitor progress and measure impact.

## Children with SEND



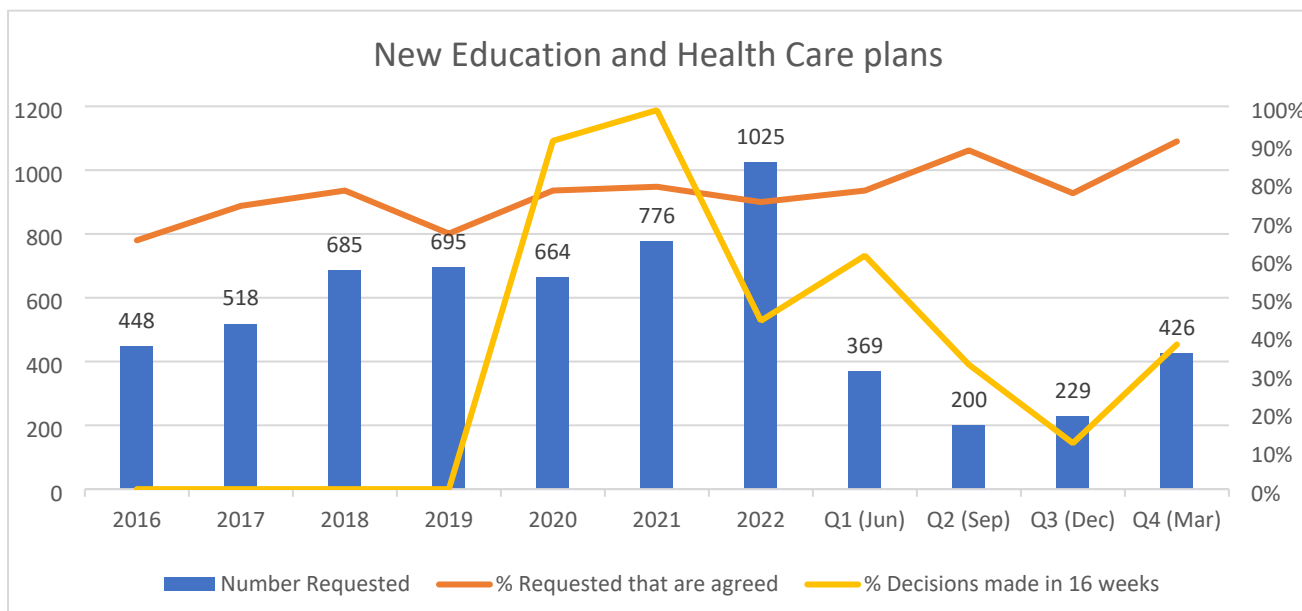
### Children with SEND Commentary

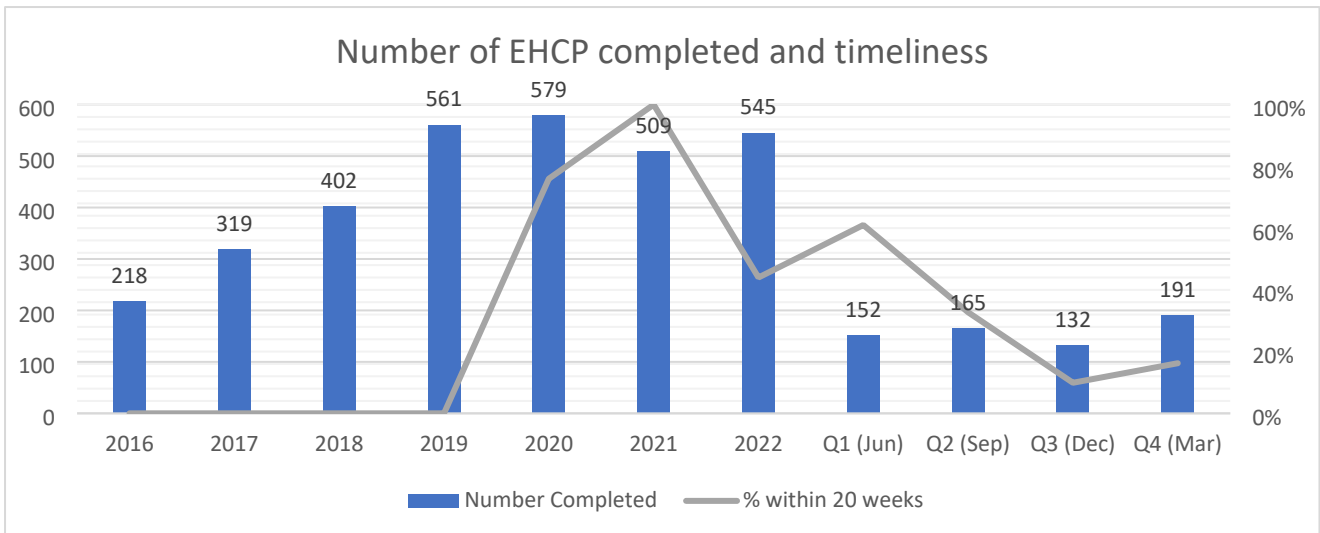
#### Commentary for Number of EHCP's

As can be seen the overall number of EHCP's have increased this quarter as we continue to see a high demand. This increase is generally in line with previous quarters. With the exception of Quarter 3 where there was a targeted piece around ceasing plans where required i.e., where a young person had entered employment or higher education.

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





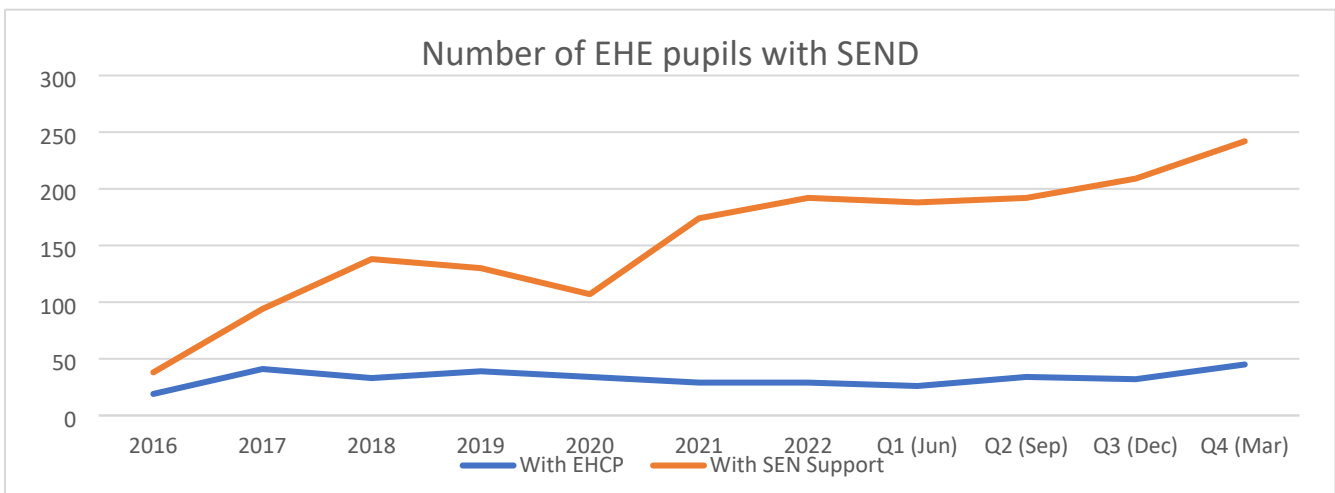
**Commentary for EHCP's requested and timeliness**

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 increased.

As reported previously For Educational Psychologists (EP) a number of actions were taken and a recovery plan put in place which has evidenced 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 SEND Case Work Officers and new staff continue to join us.

There continues to be 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. We have however seen an increase in the health advice that is received within timescales. The delays in receiving health advice for EHCNA has been escalated to senior health colleagues who are monitoring this through the Health Children’s Transformation Board Programme.

**Elective Home Educated Children with SEND**



**Commentary for Elective Home Educated Children with SEND**

We have seen a slight rise in the number of children with an EHCP who are electively home educated (EHE). The individual reasons for any increase, are analysed so we are able to understand the reasons. As can be seen there has been a slight increase in the number of children that are EHE with SEN support. This area also continues to be monitored and individual reasons analysed.