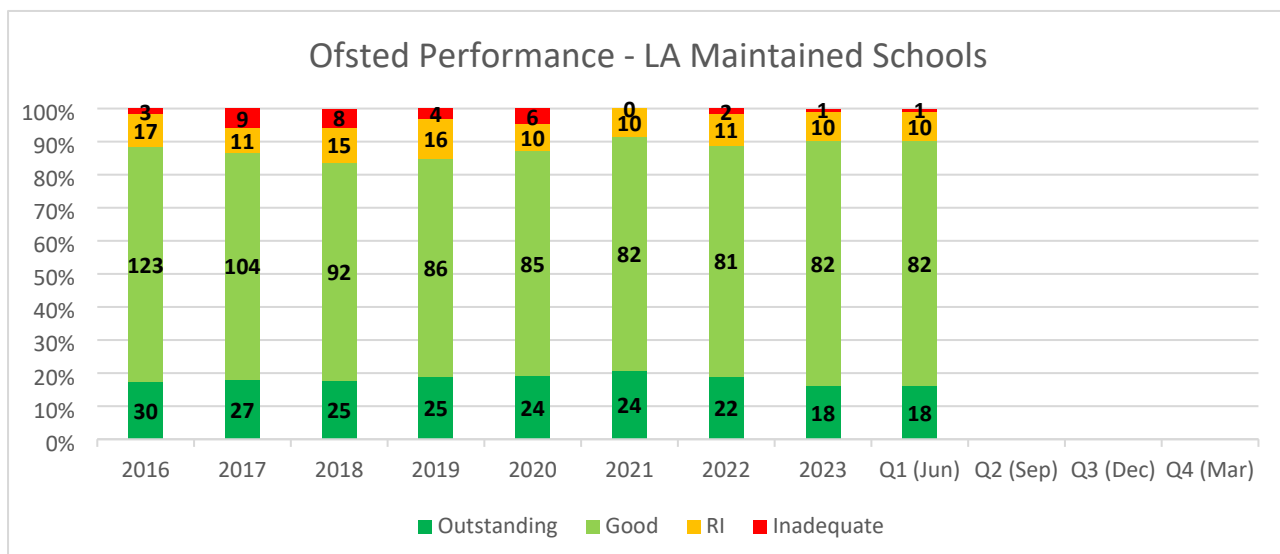
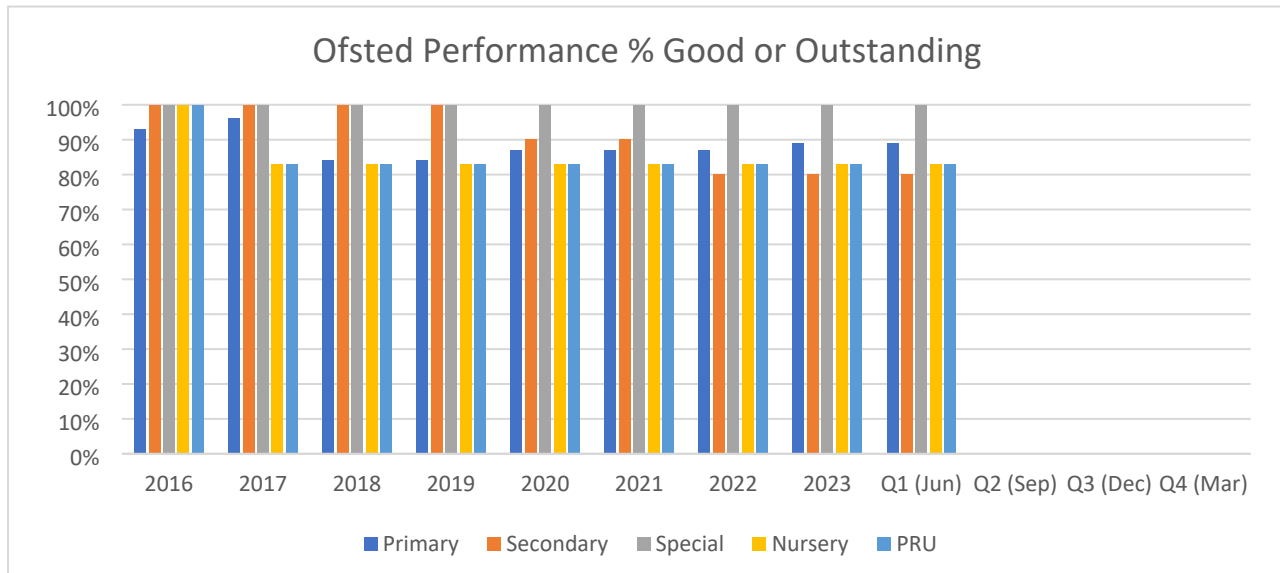


WCF – Education and SEND data for Scrutiny Panel – Quarter 1 - June-2023

Please note Q1 shows June End and 2023 shows July end for year-on-year comparative purposes.

Ofsted Performance



Ofsted Commentary for Academic year Sept 2022 to July 2023

Since September 2022 – July 2023 there have been 79 Inspections in total (38 Maintained and 41 Academy)

67 full school inspection reports have been published and 3 monitoring visits (33 Maintained and 37 Academy)

5 schools improved from previous inspection outcomes. This breaks down as; 4 schools improved from Requires Improvement to a judgment of Good, and 1 school improved from Good to Outstanding.

6 schools went from Good to Requires Improvement or Inadequate (3 maintained schools were RI the rest were academies)

4 schools went from Outstanding to Good

1 school retained Outstanding.

40 schools retained Good.

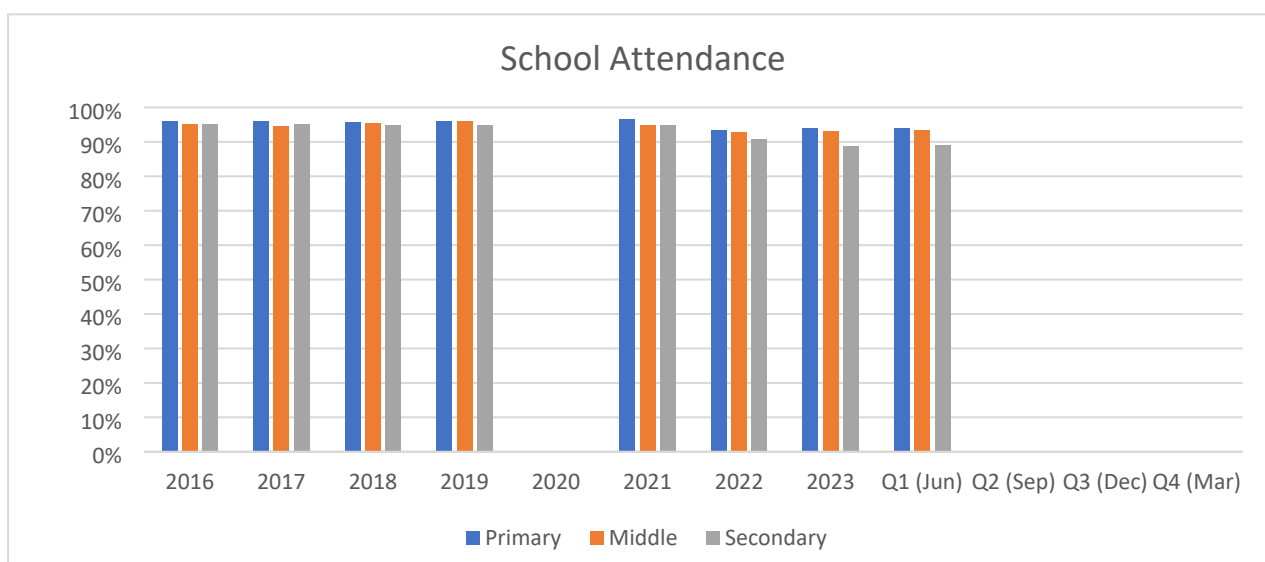
3 schools were monitored and were deemed to be taking effective action.

11 schools had not been previously inspected as new academies under section 5. 9 received an Ofsted judgement of Good and 2 schools received an Ofsted judgement of Requires Improvement

All maintained schools judged to be less than 'Good' or who are risk assessed as vulnerable before next inspection, receive intensive support from the School Improvement Team. This includes termly 'team around the school progress' meetings to provide support and challenge regarding the school's rapid improvement journey. Further support includes coaching, leadership development and learning and teaching support, as well as bespoke training packages. We have also used grant funding to support underperforming small schools who have limited capacity and therefore are at greater risk of declining.

For all maintained schools in the Ofsted window, we have been able to provide a Safeguarding Audit, an Ofsted rehearsal and an SEN Health check. Schools report that this has been incredibly useful, and we plan to continue this service. There has continued to be an intense focus on phonics, reading and curriculum during inspections. At the start of the academic year there was a lot of focus on SEN provision, but this has reduced more recently. Where schools had received intense LA support and had been inspected, 100% of reports state that the LA has provided effective support. In addition to this a significant number of Inspectors have commented on the impact of the support and guidance provided by the SI Team during verbal feedbacks.

School Attendance (no data in 2020 due to Covid)



Attendance Commentary

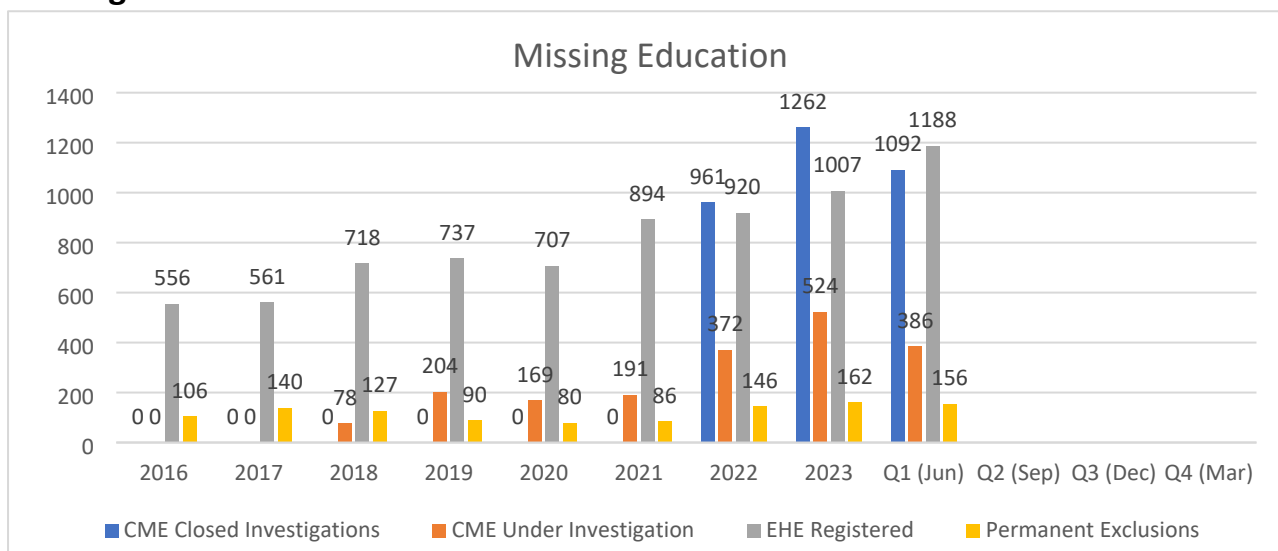
Pre-Covid, year on year, attendance had been the same or better for each phase, this is also reflected in National data. 2021-22 showed a drop in attendance across all education phases with reports from schools demonstrating wider mental health/anxiety issues in both students and families, initially caused by the effects of the pandemic.

During the academic year 21-22, one in four children had less than 90% attendance (and were therefore classed as persistently absent). 28 of WCCs mainstream schools had less than 90% attendance. 114 schools had less than 93%. 15 of Worcestershire Special Schools and PRU's had less than 90% attendance.

2022- 2023 reflects similar levels of persistent and severe absence (below 50% attendance) across all phases with Secondary evidently the most affected by severe absence levels.

The DfE 'Working together to Improve School Attendance' guidance requires schools, LA's and all partners/agencies to prioritise and focus resource to support attendance. During 2023-24 WCFs offer to all Worcestershire schools will include strategic attendance advisory support from Education Engagement Officers, an enhanced training offer to support school staff CPD, as well as helpline support enabling access by all parents/carers, professionals and schools.

Missing Education



Children Missing Education

The 2022-23 data continues to illustrate a substantial increase of reported CME in Worcestershire, the highest in comparison to previously recorded years. 1262 CME cases were successfully closed during 2022-23 with CME officers successfully supporting and confirming 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 is expected as schools continue to ensure their adherence to new guidance.

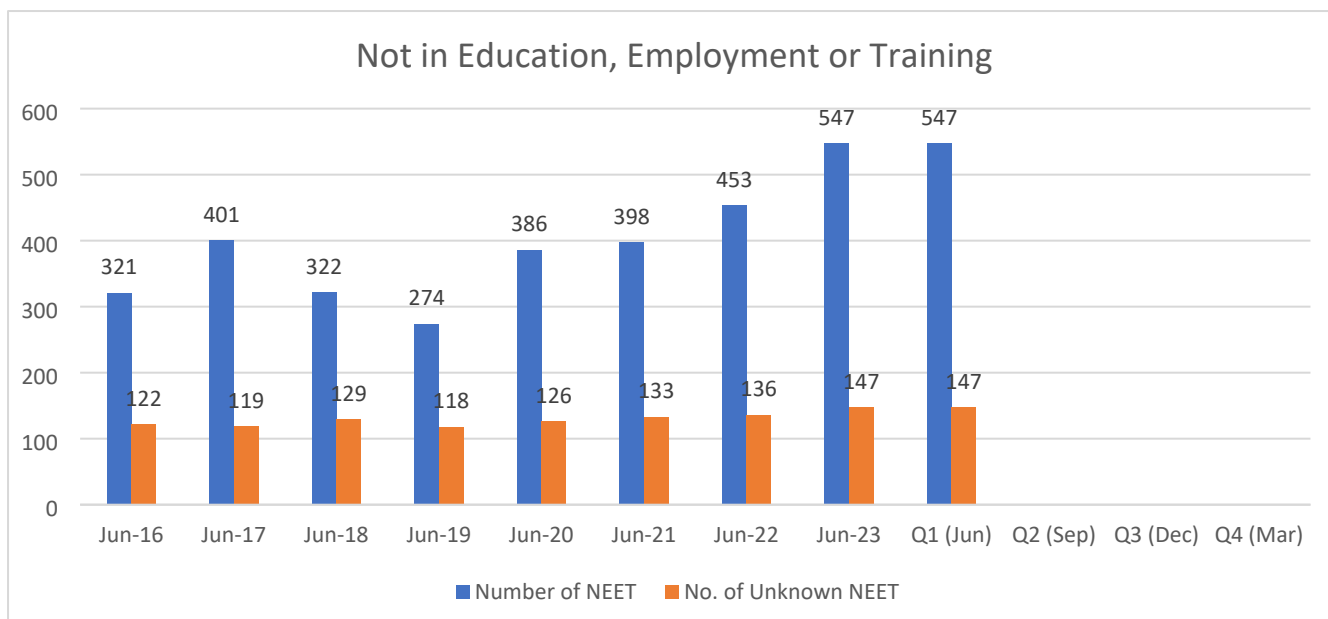
Elective Home Education (EHE)

The number of EHE pupils in Worcestershire was 1188 at the end of Q1, which is an increase on previous years. Of these, 170 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 for the full academic year 2022-23 was 162. Of these 13 were in primary schools, 11 in Middle, 128 Secondary and 10 in Special Schools. We have prevented 34 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. We have developed strong working relationships with our alternative provides, to ensure timely placements of those students becoming subject to a permanent exclusion. 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)

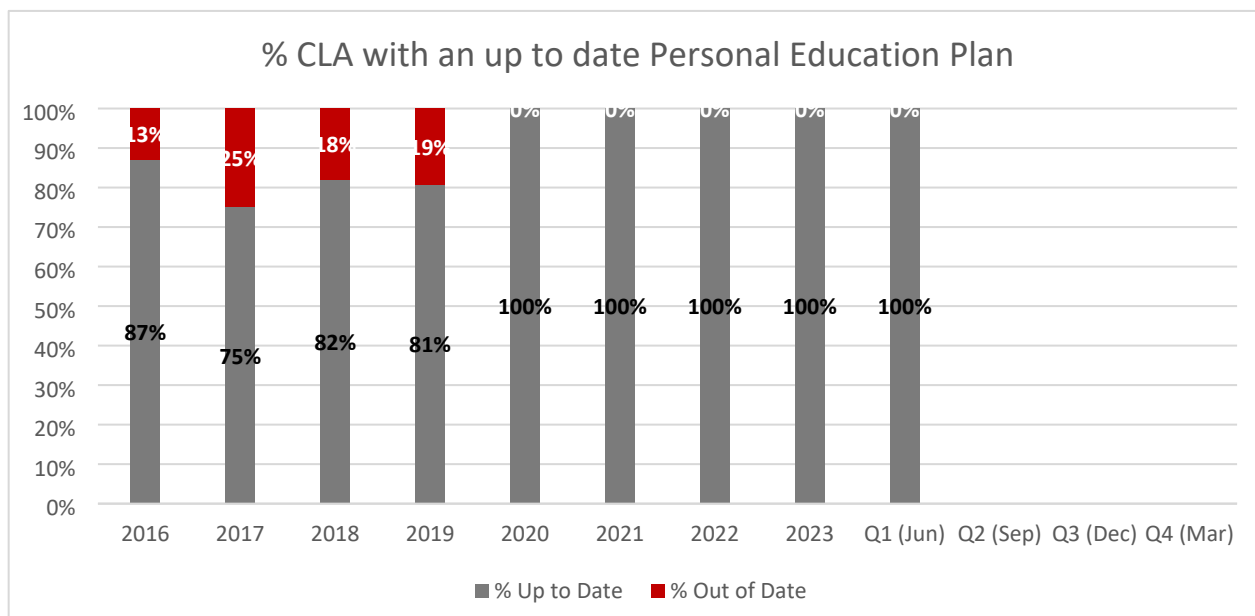


NEET

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. Quality has been accelerated by the introduction in January 2023 of a PEP Quality Assurance system, generating a Red, Amber or Green rating for DTs,

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, the Attendance & Children Missing Team (within Education Engagement) 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. 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 2022-23 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)

Summer Term 2022-23 outcomes (second wave of RAG rated PEPs):

- 888 PEPs completed from EYFS to Post 16:
 - 91.1% Green (809 PEPs, from 354 settings)

- 7.3% Amber (65 PEPs, from 53 settings)
- 1.6% Red (14 PEPs, from 12 settings)

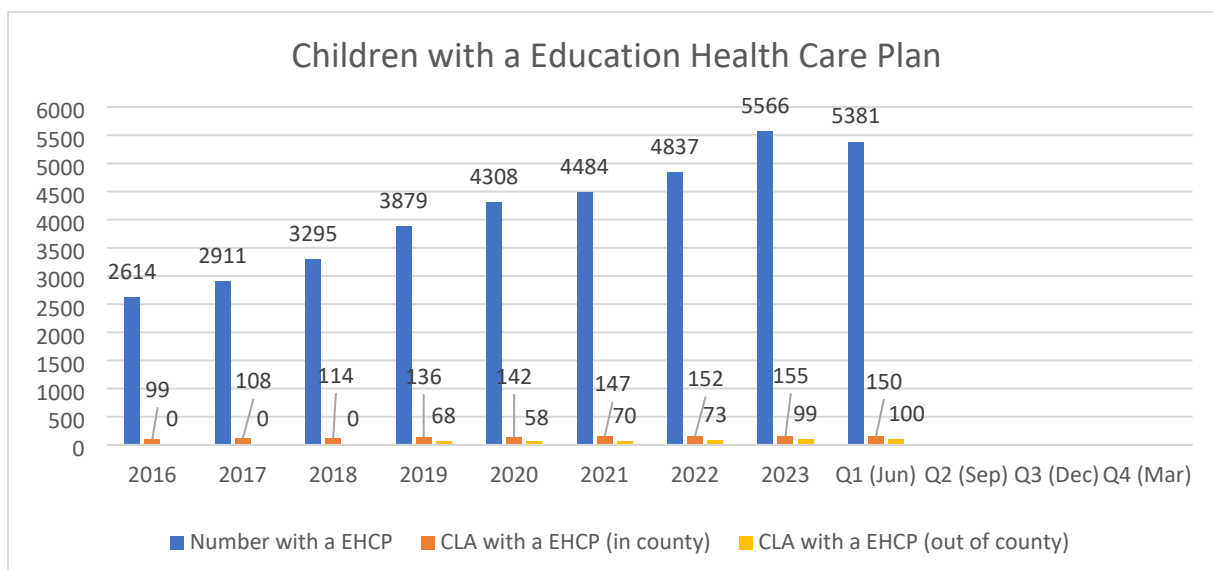
Autumn 2022-23 saw the introduction of a protocol for evaluating and acting upon any schools/settings of concern (including a new CLA/CSW Quality Assurance Audit). The audit is carried out with any school/setting of concern, whether concerns are raised by Ofsted, carers, partners or the virtual school 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) and 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



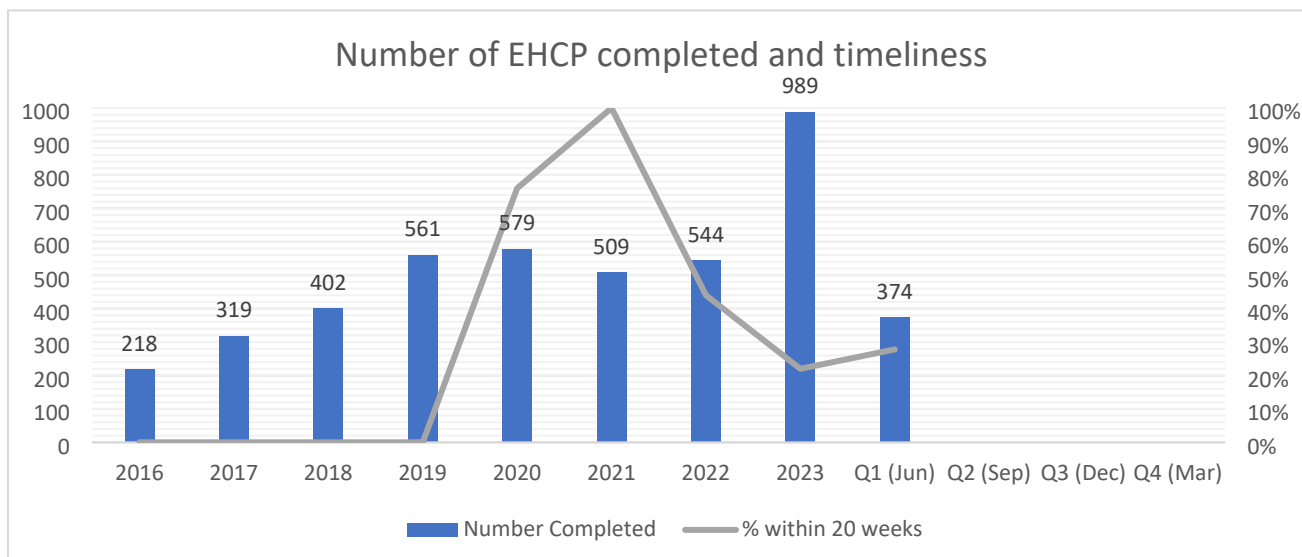
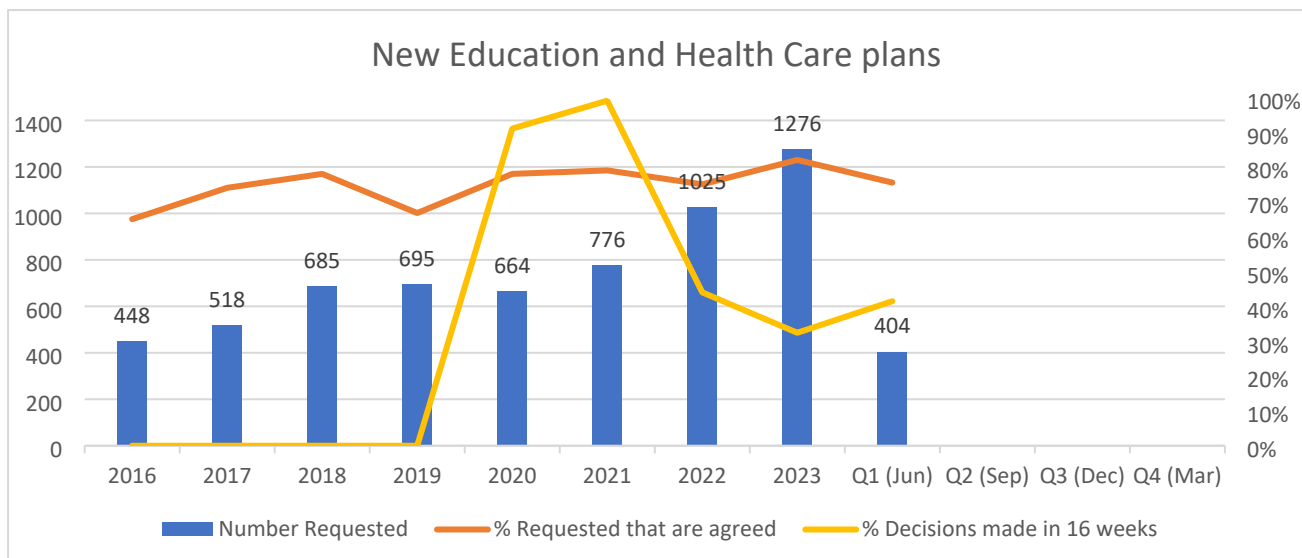
Children with SEND Commentary

Commentary for Number of EHCP's

As can be seen the overall number of EHCPs in Worcester continues to increase year on year. This is in line with what is being seen nationally. We are continuing to see increased requests for Education, Health and Care Plan Needs Assessments.

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.



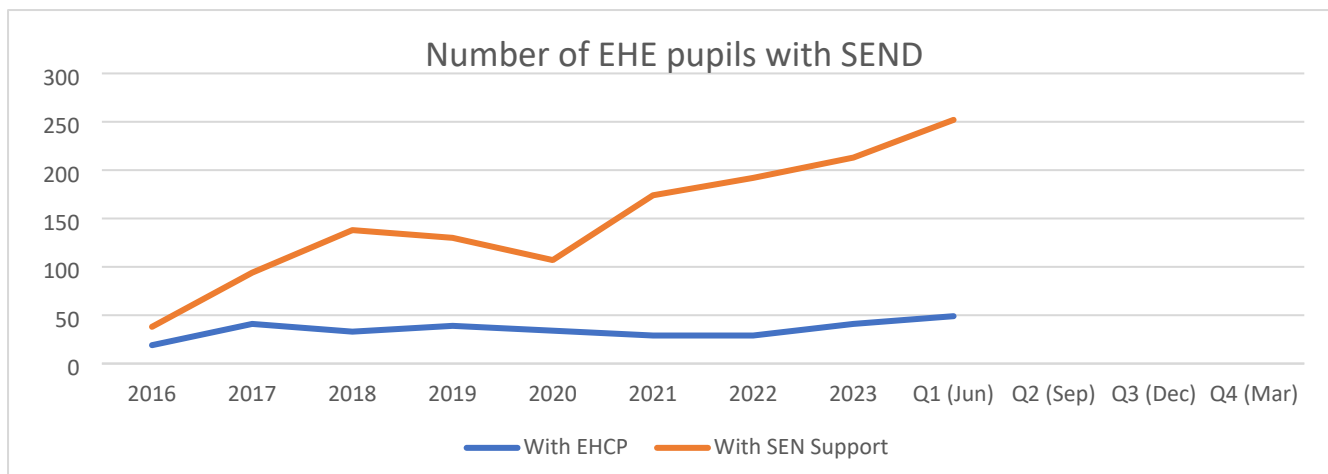
Commentary for EHCP's requested and timeliness.

As previously reported the number of EHC needs assessments requested continues to increase. As can be seen in the graph above, there was an increase of 445 plans issued in 2023. There continue to be challenges in terms of timeliness as a result of the increased demand.

In relation to Educational Psychologists (EP) a number of actions were taken, and a recovery plan was put in place which has evidenced improvements in terms of timeliness. However, to meet the demand we are still having to use Locum Educational Psychologists. Capacity in the system as a whole continues to be a challenge.

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. This is a key area of focus for the Integrated Care Board. (ICB) and continues to be monitored.

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 also been an increase in the number of children that are EHE with SEN support. This area also continues to be monitored and individual reasons analysed. The EHE Team works alongside SEND services to ensure any students subject to an EHCP are prioritised and there is joint working when a parent makes the decision to home educate their child.