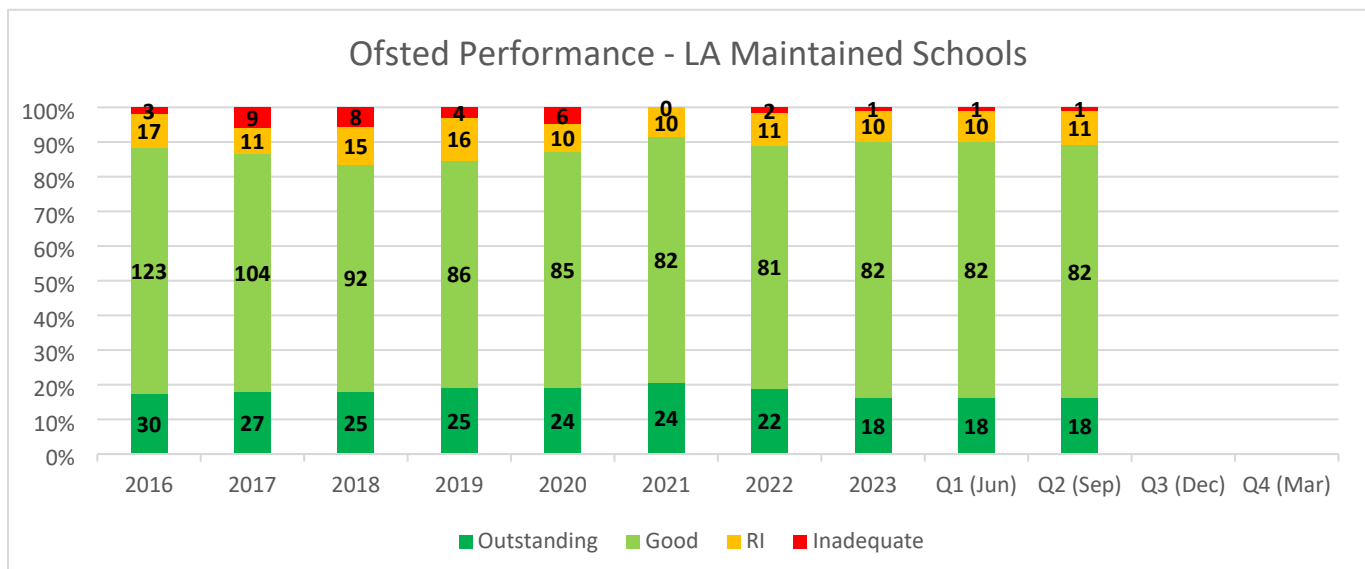
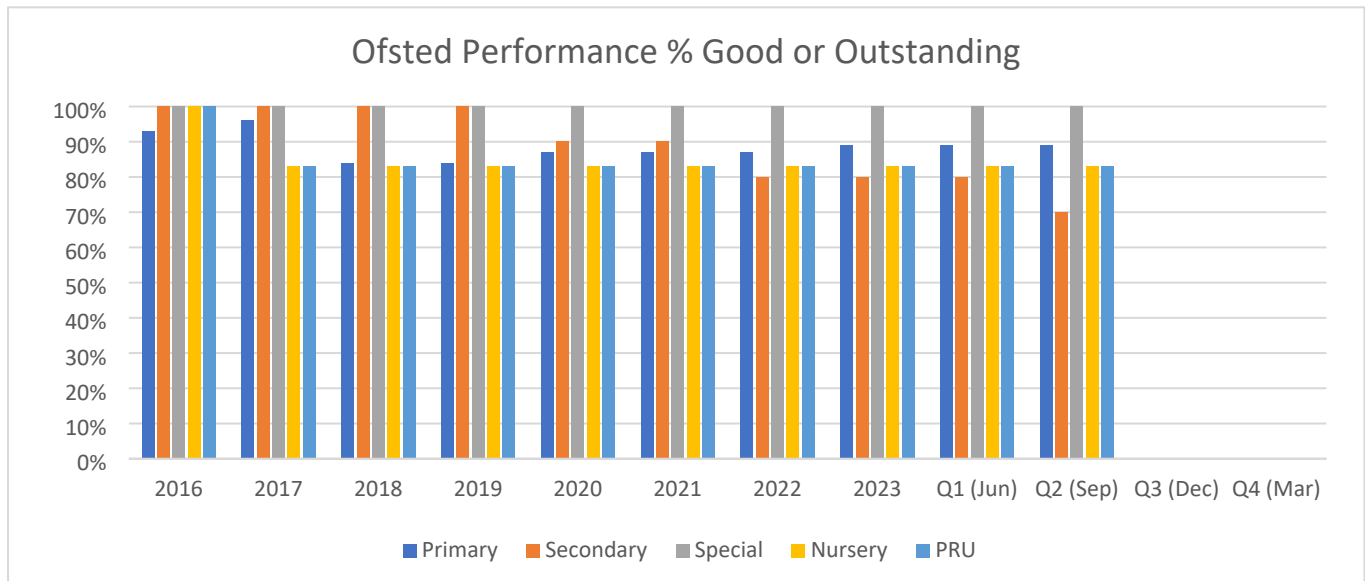


WCF – Education and SEND data for Scrutiny Panel – Quarter 2 - Sept-2023

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)**

75 full school inspection reports have been published and 4 monitoring visits.

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.

8 schools went from Good to Requires Improvement or Inadequate (3 of the maintained schools were RI the rest were academies) 1 school went from Outstanding to Requires Improvement

5 schools went from Outstanding to Good

2 schools retained Outstanding.

42 schools retained Good.

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

12 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 and 1 Outstanding

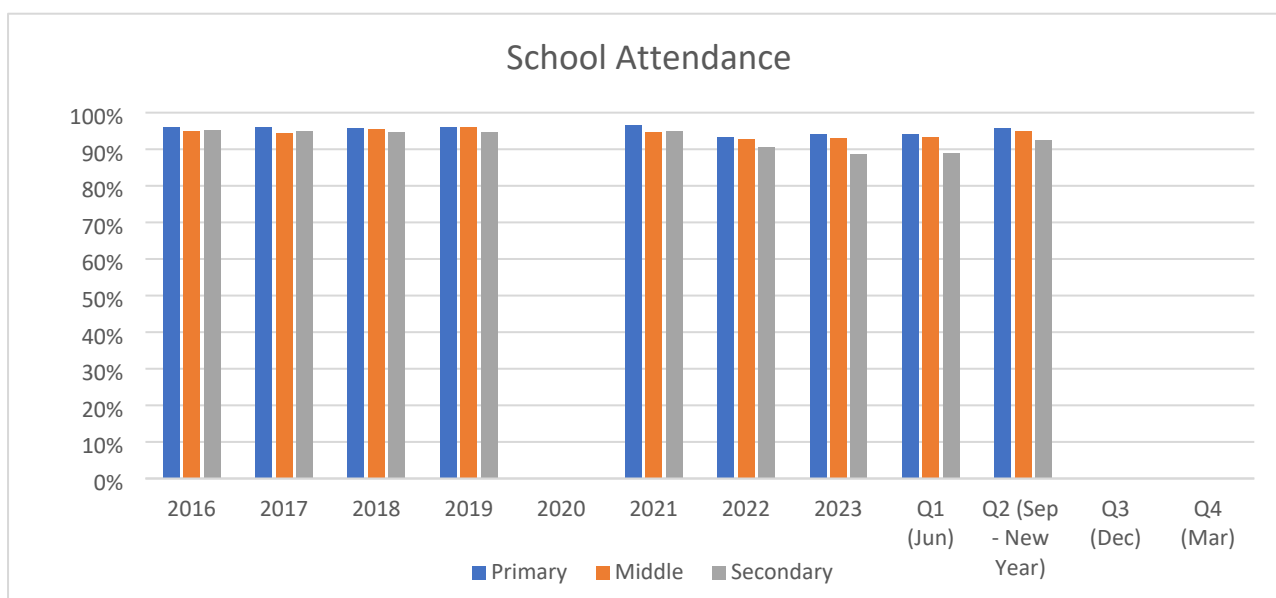
All maintained schools judged to be less than 'Good' or who are risk assessed as vulnerable before next inspection, receive intensive support from the School Improvement Team. This includes termly 'team around the school progress' meetings to provide support and challenge regarding the school's rapid 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.

Ofsted Commentary for Academic year Sept 2023

At the point of writing this report there have been 16 Ofsted inspections (6 Maintained and 10 Academy), 4 reports have been published. Of the published reports, 1 maintained school retained good, 1 academy moved from SM to Good, 1 academy retained RI and 1 academy went from Good to SM)

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.

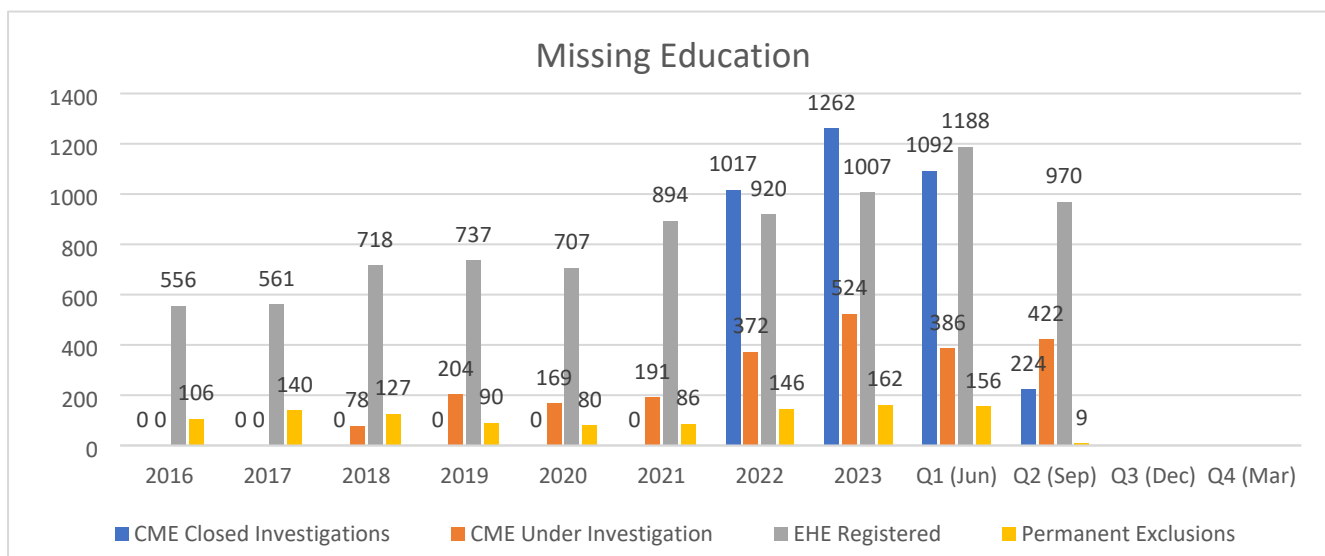
During the academic year 22-23, just under one in four children had less than 90% attendance (and were therefore classed as persistently absent). 23 of WCCs mainstream schools had less than 90% attendance. 76 schools had less than 93%. 12 of Worcestershire Special Schools and PRU's had less than 90% attendance.

Although early in the academic year, 2023-2024, compared to 2022/23, is showing similar levels of persistent and severe absence (below 50% attendance) Attendance at the Primary phase has shown a small improvement.

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. There are a number of focused attendance projects at school and district level focused on removing barriers to attending school.

Missing Education



Children Missing Education

The Q2 data continues to illustrate a high level of reported CME in Worcestershire as expected for this period, as school mobility in September annually peaks. 224 CME cases were closed during Q2 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.

Q2 data also shows 422 CME cases remain under investigation. 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 DfE guidance for CME.

Elective Home Education (EHE)

The number of EHE pupils in Worcestershire currently stands at 945, and we have seen a steady decrease since Q1 reporting. Of these, 150 cases are registered as GRT EHE. This term we have deployed an Education Engagement Officer to focus on our GRT EHE families and have seen an increase in cases wishing to return to school. EHE families continue to be supported through the EHE process and we continue to support any EHE pupils who may wish to return to school. We are still experiencing cases of Year 11 students electing to home educate however the number of Y11 students being removed to EHE during the Autumn term has decreased significantly compared to the same period in 22/23. This can be attributed to the level of scrutiny via the triage process, with challenge offered to Schools if this is deemed inappropriate.

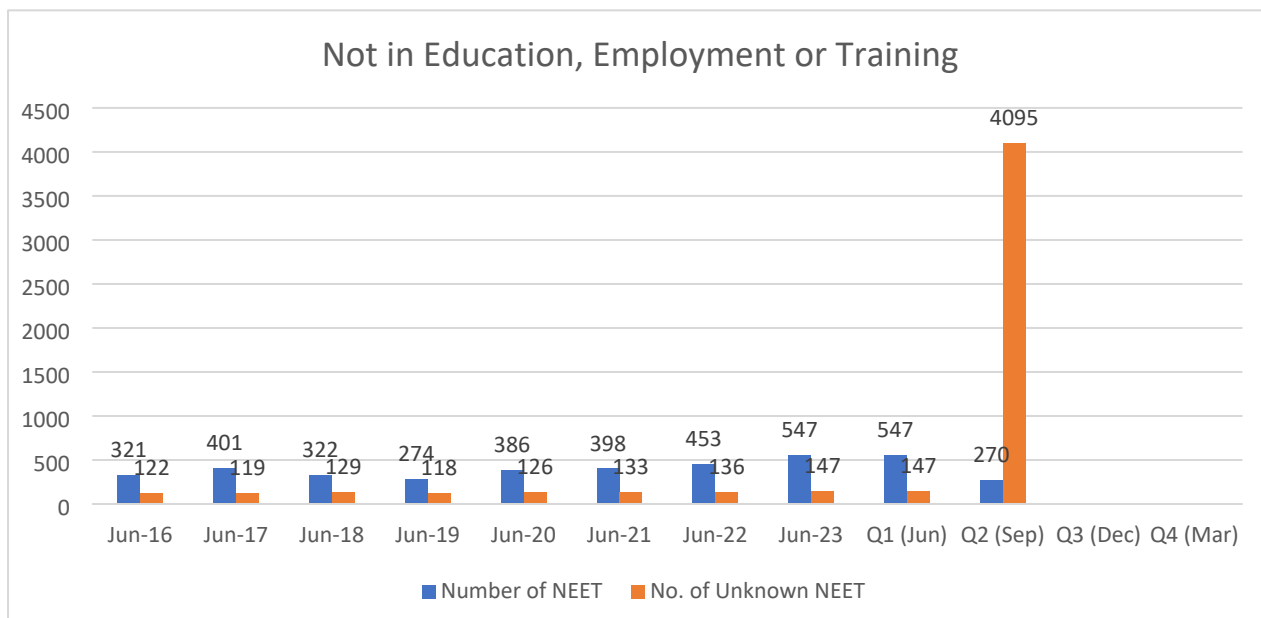
The Ofsted ILAC's inspection (May 2023) reported "There are appropriate systems in place to locate and monitor children who are missing education or who are electively home educated. Suitable education placements are identified for those children who are missing education."

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. Q2 data suggests a slight decrease in the number of permanent exclusions in comparison to the same period for 22/23. We have been working on a preventative model which focuses on intervention and close working with schools which may have had an impact on the drop in permanent exclusion figures. We are currently in the process

of recruiting an Education Engagement Officer to focus on inclusion, who will continue to offer support to Schools and families to take action at the earliest point possible when notified of a permanent exclusion. 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)

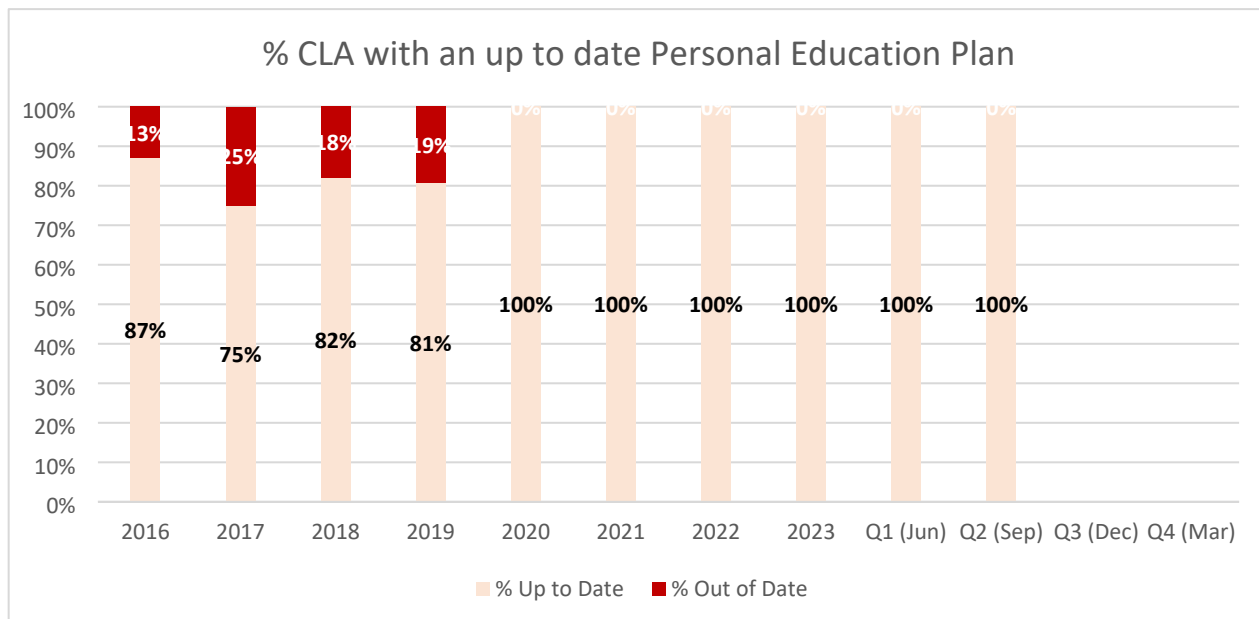


NEET

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. Early indications are suggesting that 23/24 is likely to show a further increase in NEET on 22/23 figures and it is unclear whether expected additional funding options for training opportunities (available from April 2024) will be able to have an impact on the figures this academic year. 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. Many other LAs are experiencing similar increases.

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) meetings each year, organised, facilitated and chaired by WCF Virtual School Learning Advocates. These are 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. This enables effective conversations, focusing on the implementation and evaluation of strategies to specifically meet the needs of individual CLA. Additional contacts are made throughout the term with the DT and other partners and stakeholders, for instance in complex cases or when transitions are imminent.

In September 2023 the Virtual School transferred the ePEP system to Liquid Logic, in line with Social Care and SEND colleagues, to ensure more efficient and joined-up working.

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.

PEP Process

- PEP completion – 3 PEPs completed per year:
 - 100%
- PEPs completed on time:
 - 100%
- PEPs quality-assured:
 - 100%

WVS continue to maintain 100% of PEP/PPP completion, all signed off and quality assured on a termly basis for all CLA, meeting WVS's statutory requirement. This includes children from the age of 2 to 18 years. In the 2018/19 academic year 81% Children Looked After (CLA) had an up-to-date Personal Education Plan (PEP). During the 2019/20 academic year 100% of CLA had an up-to-date PEP. This 100% completion rate has been sustained ever since.

PEP RAG Ratings

In order to robustly monitor and improve the quality of PEPs, in Summer 2022-23 WVS implemented a quality assurance (RAG rating) system using a consistent framework within the ePEP system. All stakeholders were updated via comprehensive training, newsletters and emails.

As a result, quality ratings have improved on all counts. For Summer Term 2022-23 (2nd 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)

Social Care sections of the PEP will be formally RAG rated in the next phase of the roll out (Spring Term 2023).

Post 16 Personal Progression Plans (PPPs)

All Year 12 & 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, WCF's Education Engagement teams, Admissions and Social Care to discuss pupils causing concern, such as those at risk of CME, on 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. Pupil progress is formally reviewed in monthly supervision meetings with Learning Advocates, focussing on pupils who are not making expected progress against their own challenging targets. These discussions result in the review of individual plans of action for 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 (see previous section). 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.

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.

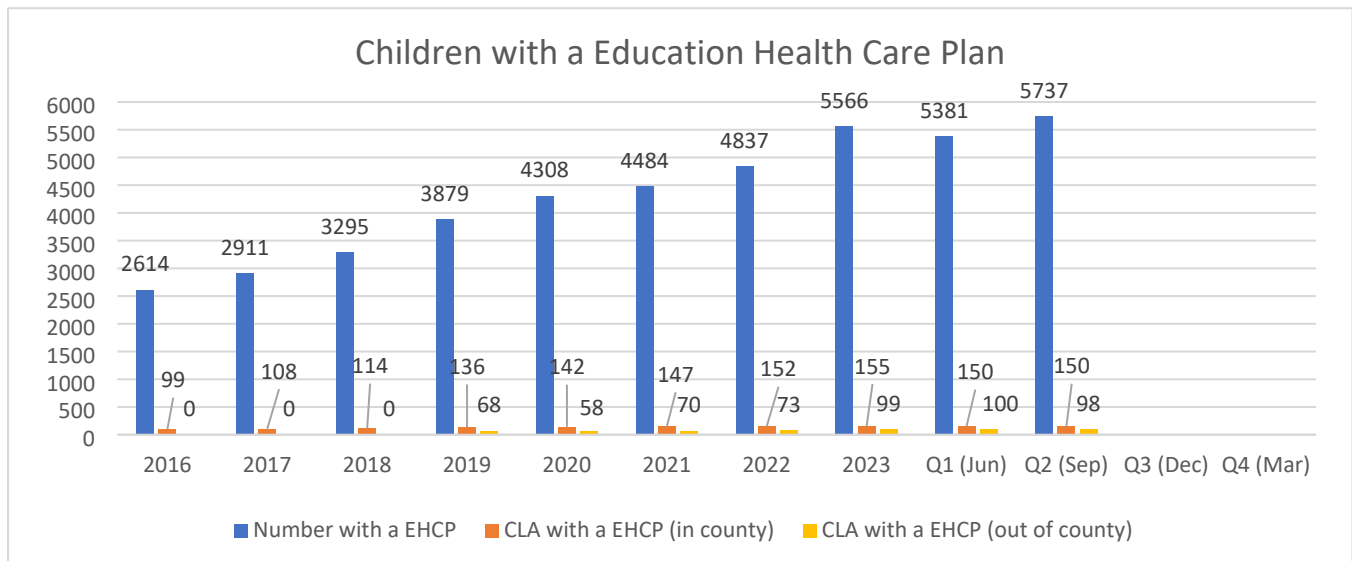
The Virtual School Headteacher and Deputy attend PEP/PPP meetings on a regular basis to offer support, advice and guidance to WVS Learning Advocates and to monitor the quality of the interaction.

Worcestershire Virtual School produces a termly Self Evaluation Form (capturing progress against Key Performance Indicators), culminating in a statutory Annual Report. 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, Deputy and linked governors to monitor progress and measure impact.

Children with SEND



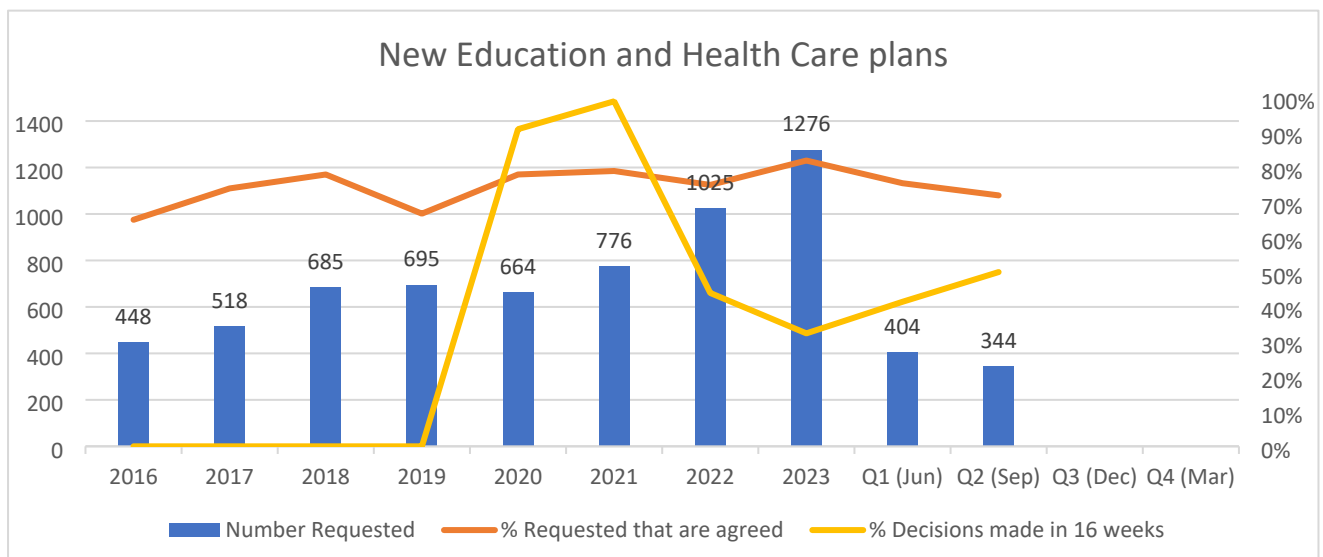
Children with SEND Commentary

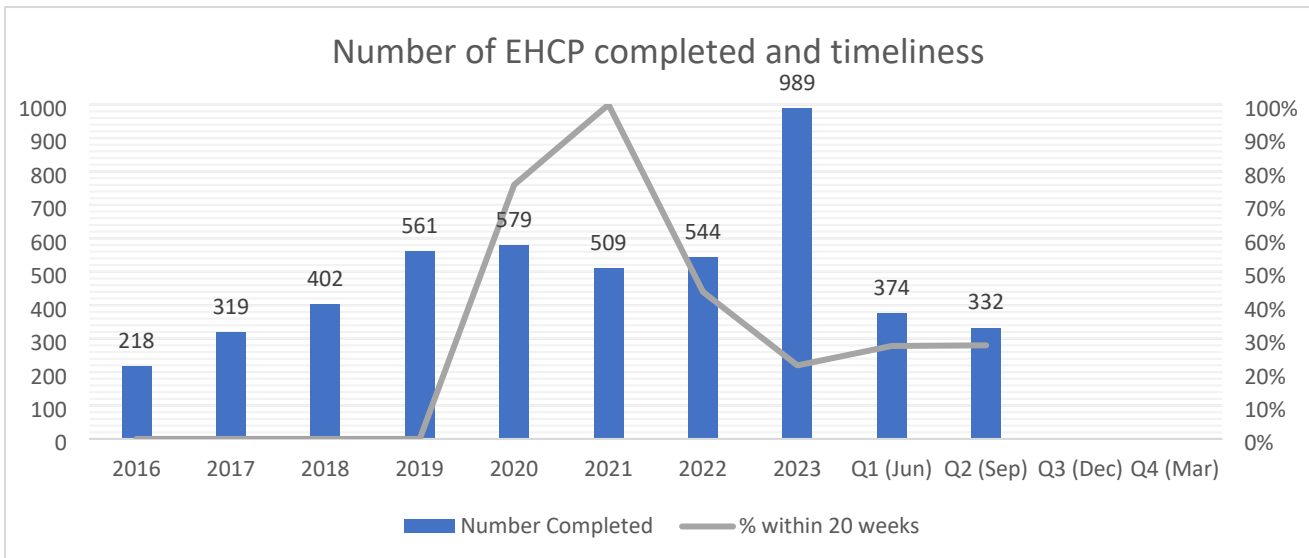
Commentary for Number of EHCP's

The overall number of EHCPs in Worcester continues to increase year on year. This is in line with what is being seen nationally. We continue 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) continues to remain consistent.

EHCP's requested and timeliness.





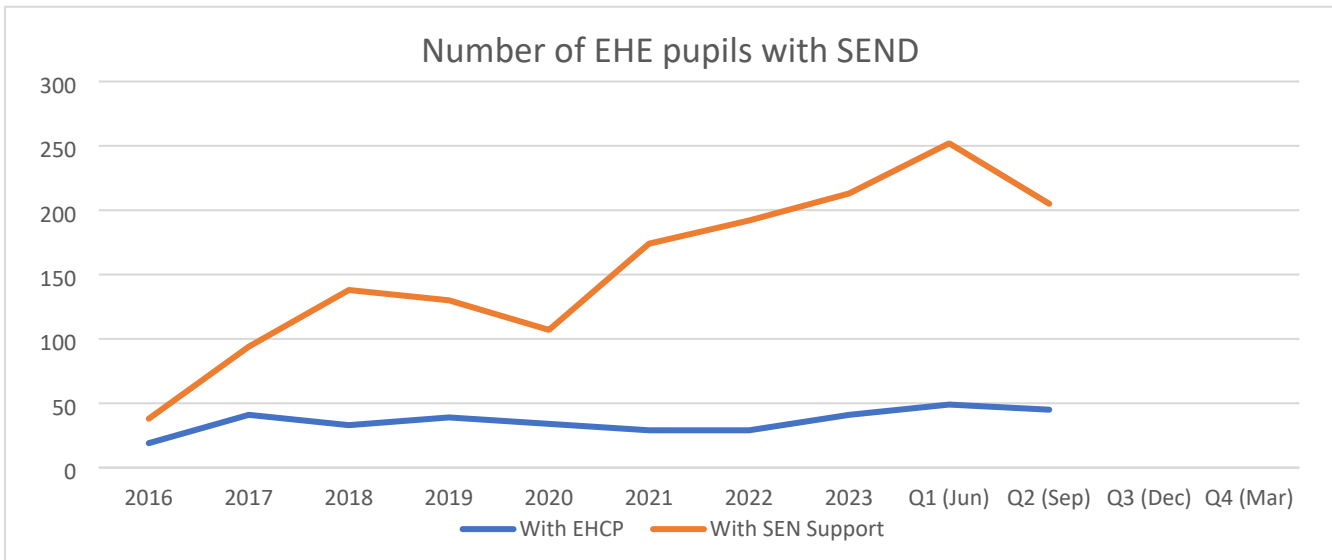
Commentary for EHCP's requested and timeliness.

As reported the number of EHC needs assessments requested continues to increase. There continue to be challenges in terms of timeliness as a result of the increased demand particularly in respect of Educational Psychologist and Health advice. To meet the demand, we are still having to use Locum Educational Psychologists. Capacity in the system continues to be a challenge. 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.

We have seen a reduction of our decision to assess, which is being monitored. For context the England average for assessment refusals was 21.9% in 2022. For 2022, Worcestershire refusal to assess was at 18.1%

We have, as can be seen made an improvement in terms of the 16 week and 20-week timescale.

Elective Home Educated Children with SEND



Commentary for Elective Home Educated Children with SEND

We have seen a slight decrease in the number of children with an EHCP who are electively home educated (EHE). As can be seen, the number of children that are EHE with SEN support remains consistent. The EHE Team continues to work 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.